READING INSTRUCTION for the SLOW LEARNER in the Secondary School

TEACHING READING TO PUPILS ENROLLED IN SPECIAL TRAINING CLASSES AND TO SLOW LEARNERS ENROLLED IN REGULAR CLASSES

Prepared by the
CALIFORNIA STATE COMMITTEE ON
DEVELOPMENTAL READING

A JOINT COMMITTEE OF THE
CALIFORNIA STATE DEPARTMENT OF EDUCATION

and the

CALIFORNIA ASSOCIATION OF
SECONDARY-SCHOOL ADMINISTRATORS

and

THE DIRECTORY

February, 1951

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Adventures In Reading

DOROTHY N. KNOLLE

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(with DORA PALMER)

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National Contests for Schools — 1950-51

National Contest Committee of the National Association of Secondary-School Principals

THIS is a professional service for all secondary-school administrators. The list of national contests offered to schools by industrial, business, and other organizations, not operating solely as local, state, or national educational agencies, and approved by the National Contest Committee[1] is published every October and February in THE BULLETIN of the National Association of Secondary-School Principals.

If school administrators wish to give direction to and resist the pressures of the many national contests, they should select from this list the national contests, if any, in which their schools will participate. In the interest of education, you are advised to participate in no other national contests.

Suggested and recommended policies and standards for school participation in any national contest appear annually in the October issue of THE BULLETIN.

LIST OF APPROVED NATIONAL CONTESTS — *1950-51*

SPONSORING AGENCY	NATIONAL CONTEST APPROVED
Agriculture Contests	
4-H Clubs, U. S. Department of Agriculture, Washington 25, D. C.	a. Public Speaking—Farm Topic b. Livestock, Poultry, and Dairy Judging Contests
Future Farmers of America, U. S. Office of Education, Federal Security Agency, Washington 25, D. C.	a. Public Speaking—Farm Topic b. Livestock, Poultry, and Dairy Judging Contests
International Dairy Exposition, Inc., 130 E. Washington St., Indianapolis, Indiana	4-H and FFA Division, Dairy Judging
National Junior Vegetable Growers Association, University of Massachusetts, Amherst, Massachusetts	a. Vegetable Demonstration and Judging b. Production and Marketing Contest c. Muck Crop Show
Art Contests	
American Automobile Association, 17th Street and Pennsylvania Avenue, N. W., Washington, D. C.	Traffic Safety Poster Contest

[1] The National Contest Committee: George A. Manning, *Principal*, Muskegon Senior High School, Muskegon, Michigan, *Chairman;* Fred L. Biester. *Superintendent*, Glenbard Township High School, Glen Ellyn, Illinois; and John M. French, *Principal*, La Porte High School, La Porte, Indiana.

American Legion Auxiliary, 777 North Meridian Street, Indianapolis, Indiana	Poppy Poster Contest
Fisher Body Division, General Motors Corporation, Detroit 2, Michigan	Craftsman's Guild
National Scholastic Press Association, 18 Journalism Bldg., Minneapolis, Minnesota	Photographic Contest
National Wildlife Federation, 20 Spruce Street, Boston 8, Massachusetts	Poster Contest
Essay Contests	
Advertising Federation of America, 330 West 42nd Street, New York 18, New York	Essay Contest
Atlantic Monthly, 8 Arlington Street, Boston 16, Massachusetts	Essay, Story, and Poetry Contest
Improved Order of Red Men, 1521 Girard Avenue, Philadelphia, Pennsylvania	Essay Contest
National Employ the Physically Handicapped Week, U. S. Department of Labor, Washington 25, D. C.	Essay Contest
National Grange, 744 Jackson Place, N. W., Washington 6, D. C.	Essay Contest
National Sales Executives, 49th and Lexington, New York, New York	Essay Contest
National Graphic Arts Association, 719 15th St., N. W., Washington 5, D. C.	Essay Contest
National Tuberculosis Association, 1790 Broadway, New York 19, New York	Essay Contest
Omega Psi Phi Fraternity, Inc., 913 U Street, N. W., Washington, D. C.	Essay Contest
Propeller Club of the United States, 17 Battery Place, New York, New York	Essay Contest
Veterans of Foreign Wars, Ladies Auxiliary, 406 W. 34th St., Kansas City 2, Missouri	Essay Contest
Forensic Contests	
Knights of Pythias, 1054 Midland Bank Building, Minneapolis, Minnesota	Oratorical Contest
Mutual Benefit Health and Accident Association, 3316 Farnam St., Omaha, Nebraska	Oratorical Contest
National Americanism Committee of the American Legion, 777 North Meridian St., Indianapolis, Indiana	Oratorical Contest
National Forensic League, Ripon, Wisconsin	Forensic Contest

Speech Department, Ohio State University, Columbus, Ohio	Parliament of the States
United States Junior Chamber of Commerce Akdar Building, Tulsa, Oklahoma	Voice of Democracy Radio Speech Contest

Scholarships

American Association for the United Nations, Inc., 45 E. 65th Street, New York 21, New York	Scholarships or Cash Awards
Bausch and Lomb Optical Company, 635 St. Paul Street, Rochester 2, New York	Scholarships
Elks National Foundation Trustees, 16 Court St., Boston 8, Massachusetts	Scholarships
New England Textile Foundation, 68 South Main Street, Providence, Rhode Island	Scholarships
Scholarship Board of the National Association of Secondary-School Principals, 1201 16th Street, N. W., Washington 6, D. C.	National Honor Society Scholarships
Science Service, 1719 N Street, N. W., Washington 6, D. C.	Science Talent Search
Westinghouse Educational Foundation, Carnegie Institute of Technology, Pittsburgh 13, Pennsylvania	Scholarships

Miscellaneous Contests

American Association of Teachers of French, Southwestern, Memphis 12, Tennessee	French Examination
Ford Motor Company, Dearborn, Michigan	Industrial Arts Awards
National Association for Promotion of Study of Latin, Elizabeth, New Jersey	Latin Examination
National Red Cherry Institute, 322 South Michigan Avenue, Chicago 4, Illinois	Baking Contest
National Scholastic Press Association, 18 Journalism Bldg., Minneapolis, Minnesota	Publications—Critical Service
National Society of Daughters of the American Revolution, 17th and D St., N. W., Washington, D. C.	Good Citizenship Pilgrimage
Quill and Scroll Society, 111 West Jackson Boulevard, Chicago, Illinois	Publications—Critical Service
Quiz Kids Scholarship Committee, 8 South Michigan Avenue, Chicago, Illinois	Best Teacher Selection
Scholastic Magazine, Inc., 7 East 12th St., New York 3, New York	Art, Literature, and Music

Foreword

THE California State Committee on Developmental Reading, in its study of the problems of teaching deficient readers, has prepared this material with suggestions applicable to two types of learners. Suggestions are made for the instruction of the slow learners usually found in regular classes in secondary schools. In addition, procedures intended to meet the needs of teachers of special training classes organized in conformity with California Senate Bill No. 133 are outlined.

A preliminary report of the techniques set forth herein was prepared for consideration and evaluation by teachers, supervisors, and administrators during the spring term of 1949. The reaction of the reviewers, as reported, was generally favorable and encouraging. There was, however, a showing of questions about the difficulty of obtaining necessary duplication facilities and clerical help to provide a supply of copies of each experience lesson for individual re-reading practice by the pupils. It will be found that the results obtained more than justify the cost of reproduction materials. The Committee is hopeful that the additional training requirements for teachers of special training classes and the legal excess cost for education of mentally retarded pupils will do much to encourage reforms in instruction in that field.

The Committee believes that there must be a re-definition of the purposes of instruction and a radical change in most materials and methods now used in teaching both slow learners and mentally retarded pupils. Too many things now "taught" cannot be learned by these pupils, and many more, if learned, have no practical use in their lives, now or in the future.

Section I suggests ways of teaching reading to the mentally retarded. Reading instruction for these pupils should be based upon their growth characteristics and actual life needs. Teachers working with these pupils will have to meet the challenge (1) of verifying the learning ability and discovering the factors which affect the progress of pupils, (2) of studying the needs of pupils in their community life, and (3) of using appropriate techniques to help boys and girls grow personally as individuals. This program of instruction should not be a mere modification of the usual developmental reading

program. The "experience lessons" given in this material are closely related to pupils' real life needs. They have been developed to help pupils communicate their ideas through speaking, reading, writing, and listening, with emphasis upon speaking and listening.

Section II presents suggestions for teaching reading to the slow learners usually found in regular classes of secondary schools. Some of these pupils have not made the progress in reading of which they are capable, and remedial instruction is recommended. The pupils classified as slow learners whose normal progress is below level should have a development program for their ability.

The Committee is aware of the difficulty of finding instructional materials for slow learners, but, because much has already been written about how to develop learning ability through the use of easy materials, the suggestions given herein emphasize "experience lessons."

Although the above classification of pupils is based on mental ability, the Committee recognizes that intelligence is only one of the factors which contribute to success or lack of success in learning to read. It is important that reading instruction be based on a diagnosis of the needs of pupils. Suggestions for determining the causes of reading disabilities and for providing aid in overcoming these difficulties are outlined in Section III. The Committee hopes that this guide will be useful to all secondary-school teachers who are responsible for developing the reading abilities of their pupils.

REBECCA D. FARLEY, *Chairman*
For the California State
Committee on Developmental
Reading

Introduction

Problems of Teaching Slow Learners and the Mentally Retarded

INTERPRETATION OF TERMS

The Learner

FOR the purposes of this publication, slow learners are the large group of pupils who fall in the I. Q. range of approximately 76-90. These pupils are usually found in the regular classes of secondary schools. Mentally retarded pupils are those who fall in the I. Q. range of approximately 50-75. In conformity with California Senate Bill No. 133, special training classes for these pupils may be provided in secondary schools in the State of California.

The Learning Process

The learning process is the same for all pupils, but the rate and degree of learning differ with intelligence. Though pupils may learn slowly, they *are* learners.

Reading

Reading, as considered and used in this publication, consists of the four communication skills—speaking, listening, writing, and reading. The teaching process for both the slow learner and the mentally retarded places emphasis upon speaking and listening. Instruction in writing and reading should be limited to providing experiences that will contribute to the ability of the pupils to meet the practical needs of real life situations.

DIAGNOSIS OF POSSIBLE CAUSES OF READING DEFICIENCY

It is of utmost importance that instruction of slow learners be based upon a diagnosis of the needs of each pupil. All available information concerning the child's physical, social, emotional, mental, and educational characteristics is fundamental to adequate instruction. Teachers should study this information very carefully. As the instruction in reading advances, teachers should measure pupil growth and note systematically the various factors that may influence ability to use basic communication skills.

The presence of a symptom may be only an indication that a particular factor is one of the causes of a pupil's disability. Whenever such an indication exists, further study for corroborative evidence should be made to determine the specific cause. This study will include:

Checking observable symptoms against the diagnostic chart*
Checking the chart for additional related factors
Conferring with other teachers
Conferring with parents
Referral to specialists

When possible causes have been identified, the next step is to determine the techniques which should be used to help each pupil overcome or compensate for his weakness.

Factors influencing pupil growth in reading are listed in the charts* following the suggested teaching techniques. Causes and indications of difficulty are listed, together with suggested techniques for overcoming the results of specific handicaps.

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* See Section III, p. 43

Practical Instruction in Reading for Mentally Retarded Pupils

THE group of pupils classified as "incapable of being educated profitably and efficiently through ordinary classroom instruction, but who may be expected to benefit from special educational facilities designed to make them economically useful and socially adjusted" are at last freed by California law from the confinement of instructional methods and materials that are beyond their comprehension. The task before us now is that of devising techniques and materials that will assist to the utmost the development of the limited abilities possessed by each mentally retarded pupil.

WHAT SHOULD BE TAUGHT

In the very near past in educational history, it has been the practice to use with these pupils the easy books devised for deficient readers of normal or of "slow learning" mental ability. *Little permanent learning of practical value has resulted.* The need, therefore, is for an immediate and radical change to the teaching of those things that will lead directly to the living of economically useful and socially adjusted lives.

Few books, however skillfully prepared, can provide the kind of experiences which help pupils to move toward these goals. "Experience lessons" developed by the pupils themselves provide for a class an active learning situation which results in "permanent learning of practical value." Examples of such lessons follow. Some of the things the pupils need to know and *can* learn are as simple as the following ones:

Orientation to their own school
Obtaining employment in their community
Obtaining "Social Security Cards"
Understanding and enjoying sports
Obtaining driver's license, *etc.*
Obtaining vacation jobs
Keeping one's room clean
Caring for the yard
Learning about games

This type of material must be *written by the class* with the aid of the teacher. Class-written lessons have more than one valuable characteristic.

If well-motivated, they have an intrinsic interest for the pupils. The vocabulary consists of words already in the spoken recognition list of the pupils. Practice in the recognition of these words in script and in print and practice in expression are afforded.

To be effective, readiness for each lesson is developed through guided class discussion. This assures understanding of the topic and oral use of the words that will appear in the written lesson. Statements are then dictated by the pupils and written on the board. They are discussed to find "the best way to say it." The sentences are re-written as a result of the discussion. Since it is doubtful that outlining is either understandable or practical, it should not be stressed. Paragraphs are organized by deciding the natural order of statements. The paragraphs are written on the board and read by the pupils.

On the following day, reproduced copies are presented to the class for reading. These have been mimeographed by the school or, better still, hectographed by the pupils from a master copy made by the teacher or school. At the time of re-reading, drill on word recognition is given only on words that will probably appear again and again in their speaking and writing, and are, therefore, essential for the particular class.

The lessons that follow are examples of the class-written experience type or of the individual pupil-written type that may be used as class lessons. They are intended as suggestions for the teacher who will, of course, take advantage of the community conditions and individual needs of her pupils as the basis for experience lessons.

USE OF EXPERIENCE LESSONS

Suggested Lessons on Orientation to a New School

Since orientation to the school is a practical problem for all pupils, it would be easy to motivate the writing of "A Handbook for New Pupils." The number of lessons would depend upon the need of the particular class for experience in writing and reading. Such a project could well extend over some months with profit to the learners. Each lesson would be discussed by the pupils and the teacher. Much oral expression would result in familiarity with the meaningful vocabulary to be used. Some lessons in this unit might be:

How to enroll
How to get books
How to use the library
What to do at an assembly
What to do at class meetings

What to do after you have been absent
How to get lunch at the cafeteria.

A lesson on how to get lunch at the cafeteria might be worked out as follows:

How to Get Lunch at the Cafeteria

Development

The teacher begins the activity by asking, "What does a new pupil need to know about the school lunchroom?" The suggestions made by the pupils are written on the blackboard:

Where is the cafeteria?
When is it open?
What can be bought?
What do lunches cost?
What does the pupil do when he goes there?
Where does he pay for his lunch?
How does he leave?

Writing the Story

The resulting paragraph might be as follows:

Our cafeteria is on the first floor. It is at the east end of the hall. We eat our lunches at half past eleven. That is after the fourth period. We may buy a hot lunch. We may get two hot dishes and a glass of milk for fifteen cents. We get in line and pick up a tray as we go by the pile on the table. We ask the waitress at the counter for the food we want. We pay the cashier. We sit at a table to eat. Then we go out quietly through the east door.

Review Words for Drill

Lunch — lunches; dish — dishes; four — fourth

It is not desirable to ask the pupils to formulate or learn rules and generalizations. However, several words ending in *sh* and *ch* with their plurals may be written on the board, pronounced by the teacher and pupils, and used in sentences by the pupils. A similar procedure may be used with *four* and *fourth*. These lessons are kept in the pupils' notebooks and are used for review when it seems that review will serve a useful purpose.

THE NEW SCHOOL

The pupils in the special training class who asked the questions and developed the stories given below were enrolled in a new junior high-school plant which had not been completed when school opened in September. Many questions were asked by these boys and girls. Some of them are listed below:

Is this the largest school in————————?
How many rooms are in the school?
May we visit the other rooms?
Where is the cafeteria?
How many bikes do the stands hold?

When are we going to have grass?
When are we going to have an auditorium?
Are we going to have tennis courts?
Are we going to have a swimming pool?
Where are our lockers going to be?
Where is the nurse's office?
Who is our nurse?
Who is our principal?

Many other questions were asked by the pupils. After they had all been listed on the blackboard, the questions were organized into units. The pupils found the answers by asking questions and by visiting different parts of the school plant. After visits to different parts of the building, stories were written co-operatively by the pupils and the teacher.

The Cafeteria

The cafeteria has not been finished and won't be for a while. At the snack bar, there will be sandwiches, ice cream, cookies, and milk for us, starting tomorrow. Everyone will like the snack bar. Our cafeteria is very light. The outdoor eating place will be nice when the trees and shrubs are planted. Until the auditorium is built, we will use the cafeteria for assemblies, too.

The Library Center

We went to the library. We were introduced to ....., the librarian, by ....., our teacher. The library is a beautiful room. The floor is covered with very fancy asphalt tile. There are many shelves of books. All are easy to reach. ..... told us that there are 5,000 library books in our library. There are 15,000 textbooks. Many of these have been checked out to the boys and girls in our school.

Use of Shop Experiences

The general shop and other activities of the pupils will furnish material for experience lessons.

Development

The teacher discusses with the pupils their work in the shop classes.

The teacher asks what is being done or made in shop.

The teacher lists the pupils' names and articles on the blackboard.

A schedule is made showing when each pupil will tell the class how to make his article.

Reports and Group Discussion

The pupil shows object and explains how he is making it.

The teacher writes special terms or difficult words on the blackboard as pupil talks.

Writing the Story

The pupil dictates and the teacher writes the story on the blackboard.

Making a Lamp

Take two pieces of wood. Cut each one down to five inches square. File them down smooth. Nail one to the other in an upright position. Run an electric wire through a wooden ball. Nail the ball to both pieces of wood and put the light socket in place. When you take the lamp home, screw an electric light globe in the socket. This will be a good lamp for a bedroom.

Review: Things to do:

Find the missing word in the story. Write the sentences using the missing words:

The boards were filed.....
One ..... was put in an upright .....
I put the ..... socket in place.
The lamp .... for a bedroom.
I used an electric .....
I took the lamp .....

Use of School Sports

Baseball

School sports provide much interesting material for developing an experience lesson. Baseball was the sport in season at the time the following story was written and served as reading matter.

Development (Teacher's questions)

Are any of you on our baseball team? (sport in season)
Can any student be on our school teams?
Would you like to be on some team?
What are some of the requirements for membership on the team?
Shall we make a list of these requirements on the board?

Writing the Story (Teacher and students)

To be on any team at Roosevelt High School a boy must be a good student.
A member of a team must be a good citizen in all his classes.
He must be a good sport, too.
A good sport always plays the game fairly.
He should know the rules of each game.
He must play well.
He agrees willingly with the decision of the umpire.

Teacher: "I'm sure you know enough about baseball to tell me the main points about this American sport. I shall write them on the blackboard as you give them to me."

Writing the Story

In a game of baseball, there are nine players on each team.
Each team has a pitcher and a catcher.
Each team has a first baseman, a second baseman, a third baseman, and a shortstop.

The shortstop plays between second and third base.
Home base, first base, second base, and third base make a diamond.
Each team has a right fielder, a center fielder, and a left fielder.
Each team has a coach. He stands near first or third bases.
The coach directs the base runners and gives signals to the batter.
Each team has its manager who takes care of the equipment.
In each game there are two umpires and sometimes three. One umpire stands behind the catcher to call balls and strikes. He also calls foul balls.
The other umpire calls the plays at the bases. Each team has a scorekeeper. He keeps a record of each player.

Review-Drill

Fill in the blanks with the correct word. You may go back to our story if you can't remember the answers.

There are ..... players on each team.
The ..... gives signals to the batter.
The ..... is cared for by the .....
The ..... plays between second and ..... base.
The ..... calls ..... and .....
The ..... calls foul balls.

umpire	coach	equipment	strikes	
nine	shortstop	balls	manager	coach

Giving Directions

The ability to give and understand oral directions is one in which boys and girls should be given much practice.

Development of a Lesson

One of the things you will often be asked to do is to give directions, to tell somebody *how* to do something. The girls might have to give directions to someone who has never baked a cake. The boys might tell someone how to change the oil in a car. Just how would you go about telling another person so clearly that there could be no misunderstanding about the way to do it?

Most boys know a great deal about cars. Could you boys give directions on how to change the oil, for instance? The boss might ask you to explain to a new boy exactly how to do the job. Where would you begin with your directions?

Writing the Statements

I. How to take the oil out:

First, get a six-quart can.
Then get a wrench about one-half to an inch in size.
Crawl under the car with a rag.
Wipe around the plug on the pan.
Wipe your wrench clean.
Loosen the nut by using the wrench.

Next, loosen the nut with your fingers, but not quite all the way.
Take the can and put it directly under the plug on the pan.
Then loosen and take the plug all the way out and the oil will come out.

II. How to put new oil in:

Put the plug back in the pan.
Wipe the wrench off again to keep it clean.
Crawl out from under the car.
Get the right amount of oil for the car.
Look for the spout that says "Oil."
Take the cover off by pulling it outward.
Pour the oil in the spout.
Put the cover back on the oil spout and you have finished.

Lessons on Holidays

Holidays and special occasions furnish (1) topics for oral expression for groups whose mental status precludes their learning to write and to read, and (2) experience lessons for those who can learn to read simple practical material. Sometimes the results of a co-operative experience lesson are much poorer than could be wished, but they serve as an indication for further instruction.

The following lesson on Hallowe'en shows what must often be accepted. It was the result of a lesson with a group of maladjusted girls from fourteen to sixteen years of age. The best readers tested on the fourth-grade level.

Hallowe'en

Development

A general discussion of Hallowe'en brought out the following list of words, which were written on the board:

witches	costumes	parties
brooms	dress	pumpkin

Writing the Story

The pupils dictated the sentences, which were written on the board, and re-written in better order and read for practice.

Hallowe'en comes once a year. It comes before Thanksgiving.
It is a time of black cats and witches on brooms.
Hallowe'en means lots of fun.
We go to parties at this time.
We dress up in fancy costumes.
We eat pumpkin pie at Hallowe'en.

Something to Do

Copy the story for your notebook and draw lines under the words that were studied.

Making Fudge

These lessons were developed with a class of thirteen students with I. Q. ranging from 50-70.

Development First Day

As the Christmas season approached, the question "Have you ever made candy?" was asked by the teacher. Many said they had made fudge, while others had never been permitted to make candy. The following questions were discussed:

Would you like to know how to make fudge?
Do men often become candy makers?
Is candy making a big business in our country?
Does a box of homemade candy make a nice gift?
What kitchen utensils are needed to make fudge?

The names of the utensils were listed on the board as they were given: measuring cup, measuring spoons, sauce pan, large pan, mixing spoon, square pan, shallow cup, knife. Arrangements had been made to borrow these articles from the foods room. The teacher pointed to the name of a utensil on the board, and a student picked up the article. Then the process was reversed. The teacher pointed out the utensils on the table and the student located the matching words on the board.

Development Second Day

"Now that we have the utensils selected, what ingredients are needed?" The pupils named the following which were listed on the blackboard: sugar, cocoa, milk, syrup, butter, nuts. Again arrangements had been made to use the utensils with the ingredients added. This enabled the students to match the ingredients with the printed words.

Development Third Day

The foods teacher invited the class to the foods room to watch the demonstration of fudge making. She explained very simply the process of mixing and cooking the ingredients and the use of the utensils. The students were able to see the entire operation. When the demonstration was completed, each student received a sample of the fudge.

Development Fourth Day

The following sentences developed by the pupils were chosen for the class story. They were chosen because they gave the facts regarding the success simply and concisely.

Instructions for Making Fudge

Mix two cups of sugar with four spoons of cocoa.
Mix well and add the milk.
Stir this well before placing it on the stove.
Let it boil well but do not stir.
The candy is tested by dropping a spoonful in a little cold water.
When it forms a soft ball, remove the candy from the stove.
Place the sauce pan in water to cool.

Beat until the candy is creamy.
Then add the butter and nuts.
Pour it into a buttered pan.
Cut the candy into squares.

The lists of utensils and ingredients were placed on charts. The stories were placed in a Christman cover and became part of the children's library.

The Compton Football Carnival

These lessons were developed with a group of fourteen pupils, ranging from 50 to 70 I. Q., in separate periods of fifty minutes each.

First Day Development — Attendance at Carnival

The entire class attended the Junior College Football Carnival in the Junior College Stadium.

Second Day Development

The class discussed the colorful event. Many of the following ideas were volunteered by the students:

Why it was called a "Football Carnival?"
Who were the participants?
Which schools played together?
Who won?
What is meant by the Compton Union School District?
Demonstration of drill team activities by class members who belong to the drill team. Explanation and demonstration given of how initials were formed.

Third and Fourth Days — Writing the Story (Teacher and Students)

The Football *Carnival* was held at the Compton Junior College, Tuesday, November ninth.
The teams were Enterprise, Willowbrook, and Paramount against Roosevelt, Lynwood, and the Junior College.
We were proud because our Enterprise band was chosen for the official band.
The Enterprise drill team was dressed in green and white, our school colors.
They made the initials of each school.
Mr. Vess is the director of our band and of our drill team.
The game started with Lynwood receiving against Willowbrook.
Next, Roosevelt played Paramount.
Then the Junior College played Enterprise.
Enterprise hopes to be champion next year.
Each student made his own copy of the story from the board.

Fifth Day — Things to Do

A short drill was given on recognizing the names of the schools in the district. Teacher wrote names on board and students competed to see who could recognize each name first:

Roosevelt	**Willowbrook**	**Lynwood**
Enterprise	**Paramount**	**Compton**

Junior College — and what the initials J. C. meant

Flash card drills were used to teach the days of the week. Students took the cards, copied the names of the days on the board, and read them.

The next day a spelling lesson on the days of the week, plus a drill on abbreviations was given.

On the following day, the story was typed and various members volunteered to read it aloud to the class. (All but four in the class could read it. These four who had been nonreaders, recognized all the names of the schools, Compton, and the days of the week.) Suggested below is another exercise:

Typed copies of the following list of words were handed to pupils:

Circle the words used in our story of the football carnival.

stand	hand	band	sand
drill	frill	pill	kill
kite	white	night	fright
pool	fool	school	tool
nine	ninety	ninth	nineteen
reach	each	teach	peach
seam	beam	team	scream

PROVIDING FOR INDIVIDUAL OR GROUP INSTRUCTION IN SPECIAL TRAINING CLASSES

Careful consideration *must be given* to material offered for experience lessons for mentally retarded pupils. There is danger lest the real objective be lost: that all materials be within the actual experience of the majority of the pupils and contribute to preparation for the home or occupational lives of those pupils after the school no longer serves them. There is danger, also, that the finished experience story will be too difficult for most of the pupils to read. The all-important feeling of success will then be lost. There will be no desire to re-read for valuable over-learning that results from the word drill and comprehension exercises.

A strong teacher, well acquainted with her class, may get results comparable to those shown in the lesson on the Football Carnival, but that teacher has to provide other work for the pupils who are nonreaders because of the lack of mental ability to comprehend printed and written symbols.

To meet the needs of pupils enrolled in the special training classes, individual or small group instruction is essential. Pupils' activities must be carefully planned so that they can work individually when the teacher is working with another pupil or pupils. Since the attention span of pupils enrolled in these classes is very short, it is not advisable to have all groups or each individual carry on independent reading activities for a very long time. It is better to have such activities scheduled for three or four different times during that part of the day that the pupils are with the teacher of the

special training classes. Reading might be scheduled for four fifteen-minute periods during the day. It is necessary to vary the activities as well as to limit the study periods of these pupils.

To assist in planning the reading instruction for pupils in the special training classes, a suggested list of reading activities is given below:

Pupil or Pupils Working with Teacher	*Pupil or Pupils Working Independently*
Write a story co-operatively.	Do a very simple exercise on a story developed and read previously.
Do a study exercise on a story.	Re-read a story written previously.
Do simple reading games to develop a vocabulary, including both recognition and meaning.	Illustrate a story written by the group or dictated by the teacher.
Read orally a story developed previously.	Make a hectograph copy of a story developed with the teacher.
	Look at easy, interesting library books, especially those with illustrations that tell the story.
	Study study-pictures on one of the class activities.
	Play simple, easily understood games to develop vocabulary.
	Print a copy of the story with a small printing set.

INSTRUCTIONAL MATERIALS FOR SPECIAL TRAINING CLASSES

The Committee on Developmental Reading suggests the use of "experience lessons" for the mentally retarded. The extensive use of these lessons along with a limited number of books is recommended for the mentally retarded.

Most instructional materials now used in classes for the mentally retarded are either books and workbooks intended for the developmental or remedial reading program for the slow learners or basic reader written for children enrolled in the primary grades. It is possible through the use of these materials to teach reading, and, yet, wholly miss the goal of teaching — the development of skills useful in life to individuals of very limited mental ability.

Mentally retarded pupils are delayed in reaching reading readiness and are limited in their ultimate achievement level. Few achieve beyond the fourth-grade level of reading achievement, either in the mechanics of reading or in comprehension. Though mentally retarded pupils undoubtedly learn better through "experience lessons," the possession of "books like other pupils have" lends to the building of morale.

The brief list of titles which follows will serve as an example for teachers who will make fuller selections of easy books of first-, second-, third-, or fourth-grade difficulty.

Airplanes at Work by Gertrude Whipple. (AVIATION READERS.) New York: The Macmillan Co. 1944.

Abe Lincoln, Frontier Boy by Agusta Stevenson. (THE CHILDHOOD OF FAMOUS AMERICANS.) New York: Bobbs-Merrill Co. 1939.

Animals and Their Young by Glenn O. Blough and Bertha Morris Parker. (THE BASIC SCIENCE EDUCATION.) Evanston, Illinois: Row, Peterson and Co. 1945: Other titles in this series recommended for the mentally retarded are: *Animals Round the Year, Animals That Live Together, Aquarium, Birds in the Big Woods, How the Sun Helps Us, and Insect Parade.*

Big City by Berta (Hoerner) Hader and Elmer Hader. New York: The Macmillan Co. 1947.

Boy of the Backwoods by Clyde Yeaton. New York: Lyons and Carnahan. 1942.

Boxcar Children, The, by Gertrude Chandler Warner. Chicago: Scott, Foresman and Co. 1942.

Cowboy Tommy by Sanford Tousey. New York: Doubleday and Co., Inc. 1932.

Cowboy Tommy's Roundup by Sanford Tousey. New York: Doubleday and Co., Inc. 1934.

Donald Duck and His Friends by Jean Ayer. Boston: D. C. Heath and Co. 1939.

Donald Duck and His Nephews by Florence Brumbaugh. Boston: D. C. Heath and Co. 1939.

Desert Treasure by Helen Heffernan, Irmagarde Richards, and Alice Salisbury. San Francisco: Harr Wagner Publishing Co. 1939.

Gordon, The Goat by Munro Leaf. Philadelphia: J. B. Lippincott Co. 1944.

Jimmy the Grocery Man by Jane Miller. Boston: Houghton Mifflin Co. 1934.

Mickey Never Fails by Robin Palmer. Boston: D. C. Heath and Company. 1939.

Mike Mulligan and His Steam Shovel by Virginia Lee Burton. Boston: Houghton Mifflin Co. 1939.

Pablo of Mexico by Clyde Elizabeth Yeaton. (GUIDANCE IN READING PROGRAM.) Chicago: Lyons and Carnahan. 1941.

Planes for Bob and Andy by Miriam B. Huber. New York: The Macmillan Co. 1943.

School Days in Disneyville by Caroline D. Emerson. Boston: D. C. Heath and Company. 1939.

Smoky, the Cow Horse by Will James. New York: Charles Scribner's Son. 1926.

Storybook of Trains by Maud (Fuller) Petersham and Miska Petersham. Philadelphia: John C. Winston Company. 1938.

Story of Our Clothes by Margaret Whelen. New York: Lyons and Carnahan. 1942.

Straight Up (AVIATION READERS.) by Henry B. Lent. New York: The Macmillan Company. 1944.

Straight Down (AVIATION READERS.) by Henry B. Lent. New York: The Macmillan Company. 1944.

Surprise Island by Gertrude Chandler Warner. Chicago: Scott, Foresman and Co. 1949.

Suggestions for Teaching Slow Learners Found in Regular Classrooms

THE teaching of slow-learning pupils presents some of the same problems that are encountered in the instruction of special training class pupils. However, the problems are less exaggerated. There is a similar need for repetition and drill to the point of a limited degree of over-learning. There is the absolute necessity for interest as a motive for reading and for the use of materials on the individual pupil's level of reading skill and comprehension. The probable final level of reading skill, though higher than that of mentally retarded pupils, is lower than that of normal individuals, and the use of reading skills in adult life is much more limited.

TYPES OF MATERIALS AND LESSONS

While some use of textbook and supplementary printed materials is advisable, effective learning will depend upon limiting that use to carefully selected practical materials of the proper level of difficulty. Without doubt, experience lessons written by the class under the teacher's supervision provide active learning situations. They serve as valuable tools for interesting practice in both reading and expression, The sample lessons following have been used in classes consisting largely of slow-learning pupils. They are given as suggestions to teachers of like classes.

A LESSON ON A TRIP TO THE AIRPORT

Lessons about a trip to an airport were used with a mixed group of deficient readers in a senior high school. The group, unfortunately, contained both mentally retarded and slow-learning pupils. The preparation for the trip, the trip itself, the writing of the lesson, its duplication and reading extended through several periods.

First Day Development

Many of you have taken trips by automobile. If you were to take a longer trip, by what means of transportation would you like to travel? We have been reading the story of an American boy in the Orient.[1] The boy in this story wanted to travel by

[1] Greenbie, Sydney. *An American Boy Visits the Orient*. St. Louis: Webster Publishing Company. 1936.

air. His sister wished to travel by boat. If we were to travel by air, from what airport would we leave?

Preparing Questions

Where is the nearest airport?
How do we get there?
How long does it take to go there?
What are some of the things we may expect to see at the Municipal Airport?
What are some questions we might ask of the guide?
(List questions on board.)

Second Day — Field Trip

Third Day — Writing the Statements (Day following field trip)

We started in three cars to go to the Municipal Airport.

We drove out Santa Monica Boulevard to Sepulveda Boulevard, and then about eight miles to the airport.

We went to the TWA offices to meet the guide. We met him on the flight deck.

While we were waiting, a helicopter came in on the field to leave the mail. We saw a plane from the Philippines arrive. The plane had "Philippine Airlines" written across it.

When our guide came, he told us that TWA stands for Trans-World Airlines.

He took us to another building.

There are many buildings at the airport, for it is used by American Airlines, Western Airlines, and United Airlines.

The guide first showed us a room that contains a Link Trainer.

The Link Trainer is a machine that looks like a small plane.

All pilots must use the Link Trainer at least three hours a month to see if they are in good condition to fly a plane.

We learned that pilots are permitted to fly only eighty-five hours each month.

One of our boys, Don, operated the training plane for us.

We watched the machine that showed his speed and altitude.

Next we went to the room where frozen food is stored. In this room, food for the passengers is prepared.

We learned that all food for the TWA planes is cooked and frozen in Kansas City. The reason for this is that they want all the planes to have the same quality of food.

Before the food is put on the planes, hot dishes are put into casseroles. They stay hot for more than four hours.

The food is served on special plastic trays. There are sections for different foods. The silverware is sterilized and kept in separate cellophane packages. TWA is proud of their kitchen because it is so clean.

The guide told us that TWA stresses "safety, speed, and comfort."

Next we went to the teletype room. In this room were the weather maps. We saw messages coming in, in code, from all over the United States. We learned that the code used is called the International Weather Code.

From there we went to the radio room. There was a plane over Newhall and we could hear the pilot giving his position. Then the radio man repeated the position of the plane. The position of the planes is kept on strips of paper in code.

These slips record the identity of the plane, how fast it is flying, and how high it is above the ground.

We went to see one of the large Constellation planes. The plane holds fifty-two passengers. There are levers beside the seats to push them down for sleeping or resting. There are three men in the cockpit—the pilot, the co-pilot, and an engineer. There usually are two hostesses on a four-motored plane and one on a two-motored plane.

We learned that none of the passenger planes has parachutes for the passengers. This is because passengers would not know how to use them.

We also found out that passengers may take forty pounds of luggage per person. They may take as many pieces of luggage as they wish.

We all enjoyed the trip, because we learned so many things we didn't know before.

COMMUNITY OCCUPATIONS

The Packing House

Many lessons, those not concerned with the daily living of the pupils, will need much preliminary development. For example, pupils in a citrus-growing community would be interested in packing houses because of the possibility of obtaining jobs there. In other communities other industries would be the basis of lessons.

Development

The teacher begins the discussion based on the subject of the lesson to bring out the main points that will be covered. Pupils will contribute to the discussion. The vocabulary needed will come up in discussion and should be written on the blackboard. The words can then be used in the written work.

Questions

What is a packing house?
How are oranges brought to the packing house?
What happens to the oranges in the packing house?
How are the oranges graded?
What uses are made of the poor oranges?

Vocabulary

picked	marked	rinsed	fertilizer	divided	carried
loaded	grower's	sprays	chutes	counting	storage
packing	number	sealed	openings	machine	await
building	dumped	vat	packer	completed	shipment
ready	contains	extracted	wraps	electric	
market	borax	flavoring	tissue	runway	

Writing the Story

The oranges are picked from the trees and put into field boxes. The boxes are loaded onto a truck. The truck takes them to the packing house. The packing house is a big building. In it oranges are made ready for market.

The boxes are taken off the truck and marked with the grower's number. Then the oranges are dumped into a tank of water. The water contains borax. Borax washes the oranges. The oranges are rinsed in another tank which sprays clean water on them.

Next they are put into a sealed vat. In this vat they are given a coat of wax. Now the poor oranges are separated from the good ones, put into a bin, and sent to the by-products plant. In this plant juice is extracted and used for flavoring. The pulp is ground up for fertilizer.

At the packing house the good oranges are run through sorting chutes. These chutes have openings for each size of orange. A packer stands before each opening to take the orange as it comes out. There is a packer for oranges of each size. The packer wraps each orange in tissue paper. She puts the wrapped orange in a box. Oranges are divided into sizes. For example, a size 200 orange means 200 oranges of that size will go into one box.

The grower's number is recorded on a counting machine. This machine counts the number of each size of orange that is packed for the grower.

When the packer has completed packing a box, she puts the box on an electric runway. It is carried to a machine which nails a lid on it. The box then goes to the cold storage room to await shipment.

Things to Do

Complete the sentences below:

To market oranges means to ..... them.

Oranges are graded by running them through a ....

..... is put on the oranges in a sealing vat.

The oranges are washed in .....

..... and ..... are by-products.

The packer puts the boxes of oranges in an ....

The wrapper of big oranges has to do (more, less) work than the wrapper of small oranges.

Smudging

Teacher Background Material

Orchard heating, or "smudging" as it is more commonly called, is used for producing a rather small modification of outdoor temperature; namely, counteracting local cooling to maintain a safe minimum temperature in groves.

In Southern California citrus groves during certain months of the year, usually December through February, the temperature occasionally becomes subfreezing and may cause frost damage to the fruit as well as to the trees. This damage is due primarily to the nocturnal loss of heat by radiation to the cold sky. The cooled air is more dense than the warmer air above and remains close to the ground, getting colder as long as the surface temperature of the earth continues to fall. The purpose of smudging is to raise the temperature of inflowing air near the ground. Sometimes this is raised ten

degrees Fahrenheit by the use of orchard heaters, or "smudge pots," which burn a low grade of fuel oil.

Temperatures which will be endured by trees, blossoms, and fruit without damage depend upon many variable factors, such as:

Duration and degree of low temperature.
The amount of air movement.
The amount of moisture in the air.
The degree of exposure of the plant parts to direct radiation.
The cell-sap concentration.
The heat capacity of the fruit or plant.
The degree of insulation.
The extent to which fruit cools below the freezing point without the formation of ice crystals.

The smudge pots are lit or "fired" with a burning kerosene torch which is carried from heater to heater by the "smudger." He knows when to fire by observing sheltered thermometers posted at various spots throughout the grove. On cold nights following warm days (highest temperature 60 degrees F. or over) with steady temperature fall to the danger point:

He fires ripe oranges or grapefruit when air temperatures reach 26 degrees.
He fires green or half-ripe oranges or grapefruit at 27 degrees.

On cold nights following cool days (highest temperature 59 degrees or lower) with very slow temperature fall near danger point:

The smudger fires ripe oranges or grapefruit at 27 degrees.
He fires green or half-ripe oranges or grapefruit at 27.5 degrees.

He tries to keep the shelter thermometer up to 28 degrees or higher on both types of night after he has started to fire.

The smudge pots burn with poor combustion when first fired and cause considerable smoke or "smudge." This smoke output has no advantage whatsoever to the grower, so the pot should be adjusted to eliminate the smoking. The heaters are usually extinguished in the early morning when the temperature rises. Fifty heaters are required per acre. The report of "frost warning" over the radio gives the temperature expected.

Development

The following reading lesson was done in a class of nineteen pupils. All I. Q.'s except one are below 86 and the average reading score in grade placement is about 5.6. The topic selected was smudging.

First Day

The teacher began a discussion on smudging, asking students how they might try to explain smudging to a person who had never lived around a citrus fruit area. Each student was given a sheet of paper and told to jot down any "new" words which someone in class used. They were told to try

to guess at the spellings if they couldn't spell the words correctly. Each student contributed to the discussion. Then, together, the class formed a composite list of words that should be used in any discussion of smudging. The list included words such as smudge, smudge pots, smudging, temperature, crude oil, and frost warnings.

Second Day

Pupils read their papers, talked a little more about the subject. They looked over the list of words again. Then the teacher distributed two "stories" which had been mimeographed. Students were asked to look through the words carefully and to underline any words which they thought they would not be able to say correctly if they were asked to read it. Each pupil read at least part of one of the "stories" aloud to the teacher. Then both were read by members of the class to the entire class.

Examples of Student Written Articles

"It is eight o'clock, Jim. Turn on the radio for the frost warnings," said John.

"Covina, 24°," said the voice on the radio.

"I guess we will have to light up tonight, John. Good thing we put lots of oil in our underground tank and filled all our pots," said Jim.

That night, they took turns watching the thermometer. When it got very cold, they lit their torches and went all through the grove firing the heaters. The heaters gave off a very dark smoke called "smudge." The heaters are like small stoves with flames shooting out at the top. Sometimes they get red hot. Their purpose is to raise the temperature in the grove and help to keep the fruit from freezing.

When the sun comes up, the heaters can be turned off. Then Jim and John can go home and take a bath because the smudge gets them very dirty.

Mrs. Jones: Smudging makes housecleaning very hard to do.

Mr. Jones: But if smudging is not done, the fruit and trees may be hurt.

Mrs. Jones: I am glad it is done only in winter. Is smudging done at night?

Mr. Jones: Yes, late at night or early in the morning.

Mrs. Jones: It must be a very dirty and messy job.

Mr. Jones: It is, but the workers are paid $5 each hour for night smudging. Often they are paid one dollar more per hour after the first three.

Mrs. Jones: What do they burn in the smudge pots?

Mr. Jones: They burn crude oil. The oil is kept in underground tanks. It is taken to the groves in trucks.

Mrs. Jones: Do they smudge every night during the winter?

Mr. Jones: No, only on cold nights. The frost warnings on the radio tell the growers what temperatures to expect that night. They light the pots when the temperature gets below 26 degrees. But maybe not, if it isn't to be cold long or if the wind comes up.

Mrs. Jones: What do smudge pots look like?

Mr. Jones: They are black and look like small stoves. There are holes in the top of the stack to let the smoke out. Sometimes they get red hot but are

not supposed to. The regulator lets air in and the air pulls the smoke out of the pot. A pot filled with oil will last through one night of smudging. Two smudgepots are put under each tree. One is lit but the other is used only in case of emergency.

Mrs. Jones: I know a lot now about smudging, but the house is still dirty. You will just have to help me, dear.

Review Questions on Smudging for Oral Discussion:

Why do the fruit growers smudge?
How do they know when it is time to smudge?
What is used for fuel?
What is a smudge pot? Tell what it looks like.
Do you think you would like to smudge? Why?
What do you think a grove looks like when many pots are lighted?

EARNING MONEY

Another practical topic for both the mentally deficient and the slow-learner is that of earning money. It is a real problem for each pupil, one he is ready to talk about when he is given friendly encouragement.

Both class stories and individual stories of special training class pupils will probably be simpler than the two presented here.

Development

A discussion of jobs—the kinds of jobs the pupils were doing or might do—was started by the teacher. All the following questions were developed:

What kind of work can boys and girls do?
How does one go about getting a job?
What are some of the things expected of every person who holds a job?
What does a pupil's school record have to do with his getting a job?
Are there any laws about the age of pupils holding jobs, and about the pay?

Next a list of words commonly used in getting jobs was suggested and put on the board. The list included such words as:

work permit	blanks	check
apply	boss or manager	store or company
pay or wages	clerk	record

Writing the Story

Individual pupils wrote stories about *How to Earn Money,* some of which were duplicated for class reading. The story that follows, "Being a Stock Boy," shows what can be expected from the best-trained pupils in the 70 to 75 I. Q. group.

I work as a stock boy in a dime store. When I wanted a job, my uncle told me about the manager of the dime store. When I first met the manager, I told him such things as these: I had done that kind of work. How old I was and what grade I was in. Then I showed him my birth certificate. The last thing I had to do was to fill out some blanks that asked:

Were you ever fired from a job?
Did you work for a store like this before?
How old are you?
Are your parents living?
And other questions about your family life.

The things a stock boy has to do are to keep the clerks' counters clean, to check the things that come in and put them away for the clerks, to keep the store room in order. If there is no room under the counters, stock must be stored in the storeroom. The stock boy also dusts, sweeps floors, and washes windows.

The hours I work are from one to six o'clock on week days and from noon to nine on Saturdays. This makes thirty-six hours a week.

The job is steady. The chances to go to a higher rank are not very good. The pay is average and stays about the same. I do not get tired of the job because I am doing something different every day. The age of the worker does not have much to do with the job. Boys from the eighth grade on work as stock boys.

The following is another story that was written on the topic, "My Job":

My sister worked at the office about three years ago. I went down to the office to see about the job. They told me I had to have a Social Security card. Then I sent to the post office and got a blank and filled it out, and sent it to Washington, D. C. Then I went to my school and got a work permit. After I got my Social Security card, I went down and got the job. Six months later I quit. Then last Christmas I got the job again.

The thing I have to do is to fold the *Weekly Reporters* and put them in a box. To fold them, you fold a corner over in half and then in a third, and then the other corner and tuck that corner in. After I finish the *Reporters*, I do the *Shoppers*.

It takes me about two hours to fold the papers and I get one dollar and seventy-five cents. I get thirty cents for every bundle of *Reporters* and sixty cents for every bundle of *Shoppers*, and five cents for every box.

Things to Do

Can you tell what each of these words means?

stock .....
counter .....
stored .....
steady .....
average .....
permit .....
tuck .....
corner .....

SUMMER VACATION JOBS

A successful senior high-school teacher submits the following series of lessons on summer vacation job getting. Her class consisted of twenty-seven pupils within the I. Q. range of 70 to 87. The range of reading ability was that of sixth- and fifth-grade pupils. The account demonstrates the practicability of experience lessons under ordinary classroom situations. Of course,

more reading practice would result with facilities for reproducing the materials for each member of the class.

Development

The teacher begins the discussion with a question as to why pupils want to earn money in the summer. Then the class proceeds with a discussion of types of jobs pupils have held and could hold and the wages involved. It developed that all the members of the class were interested in some type of work for the summer. The following questions by pupils were written on the board for reference:

What jobs are to be had for the vacation months?
- What are the wages?
- What hours must you work?
- What are the duties?
- What can be learned from the job?

What job do I want this summer?
- What hours do I want to work?
- What wages do I want?

How do I go about getting this job?
- What does an employment agency do for me?
- What do I expect to learn from a job?

Preliminary Reading

"Making My Vacation Pay," pp. 130-131, *Readers Digest,* May 1949.

Writing the Compositions

It was decided by discussion that a story of hunting a job would cover four main ideas or topics and would have four paragraphs. The paragraphs would follow the outline which was written on the board:

The reason I want a job
The type of job and duties to be performed
The wages and hours
What I expect to learn from this job (Such things as following directions and working well with other people.)

The compositions were written in the class period, and all words asked for were written on the board as a help to all pupils who might need them. Preliminary copies were corrected under the teacher's supervision, and final copies were made. Each story was read to the class by the writer. Thus all four of the communication skills were practiced.

A Sampling of Compositions

1. How to get a job is the hard part. You must look around until you find a job that you think you will like. Think over the wages. Maybe you can get from seventy-five cents to a dollar an hour. If you take a job and do not like it, you must not quit. That is not the thing to do. If you like the job, you should work hard to keep it, because jobs are hard to get.

I want a job because I can buy the things I need, such as clothes, shoes, and a brand new typewriter.

The type of job I would like is work in a nursery. In a nursery a person takes care of the flowers; plants, waters, weeds, and puts the flowers into pots.

A person works eight hours a day and gets seventy-five cents an hour.

In a nursery job one learns when to plant flowers, in what season they will grow, what kinds they are, how to water and how to weed them. With a good job a person has a lot of opportunities. He has a step to a future.

2. I want to earn some money for the fall to buy my student body ticket and things like that. Also, I want to fix my radio for my room.

I like office work the best because that is the thing I have had the most experience in. I think it pays the best wages of any work I have done.

About the wages, the minimum is sixty-five cents an hour for kids.

The facts learned from this kind of office work are how to wrap packages in the stock room, and deliver or mail them, and things like that.

Vocabulary Study

The following words were selected from those giving difficulty for class study of spelling and meaning: minimum, maximum, opportunity, restaurant, interesting, standard, manager, employment, agency, customers.

The words were written on the board. They were pronounced aloud and divided into syllables. Then each student wrote the words on paper. The pupils discusssed the meaning of each word and wrote an appropriate definition on the black board; and then each pupil wrote it on his paper. Then each used the word in a sentence. The words were kept to be reviewed for future test on spelling and meaning.

GIVING DIRECTIONS

The need for giving directions arises frequently in the everyday experiences of people. "How do you do this or that" is a question all need to answer. For this reason, giving directions furnishes good topics for experience lessons.

Of the two sample lessons quoted, the one on "How to Bake a Cake" was dictated by a B-11 girl and was written on the board for the class to copy. There was occasion for questions and discussion. Ideally, of course, a cake would be baked by the class.

How to Bake a Cake

Writing the Story

First of all you choose the cake you want, like a Wonder Cake. Then you get out all the things that you need, like cake flour, baking powder, salt, sugar, vegetable shortening, milk, eggs, and vanilla and have all the ingredients at room temperature. Put these things on a table along with your bowl, cake pans, measuring spoons, sifter, and cups. This is important. Use two nine-inch layer pans. Grease pans, line bottoms with waxed paper, and grease again. Start the oven for moderate heat (375 F.).

The first step is to measure into the sifter 2¼ cups of once-sifted cake flour, 1½ teaspoons baking powder, 1 teaspoon salt, and 1½ cups of sugar. Then measure into a bowl ½ cup shortening. Measure into a cup 1 cup of milk and 1 teaspoon vanilla. Have ready two eggs, unbeaten.

The second step is to put the shortening into the mixing bowl, then mix it just to soften. One or two stirs is all that is needed.

The third step is to sift in all dry ingredients and add eggs and ½ cup of the liquid. Just break the eggs and add.

The fourth step is to mix until all flour is dampened, then beat one minute. Add remaining liquid, blend, and beat two minutes longer. Allow at least 100 full strokes per minute. Scrape bowl and spoon or beater often.

The fifth step is to turn batter into pans and bake about twenty-five minutes. When the cake is done, turn it out on waxed paper until cool. Spread with your favorite chocolate frosting.

How to Wash Woolens

This experience lesson was used with a girls' class of slow learners.

Development

A brief background discussion on the study of wool to bring out how wool is prepared for the making of garments and why it is necessary to take special care in washing woolens proved interesting to the students. A vocabulary list was written on the board, as the words came up in the discussion. They were used orally by the pupils and left on the board for reference in writing.

garment	scrub	original
washed	squeeze	length
woolen	gently	though
lukewarm	rinse	stretch
wrap	moisture	

Writing the Story

First of all spread the garment on a piece of paper. Draw around it so that, after you have washed the woolen garment, you can stretch it out to the size it was.

Next, make up a pan full of lukewarm suds and place the garment in it. Do not scrub the garment; just dip it into the suds and gently squeeze it out, over and over again.

Turn the garment inside out and do the same thing. Then rinse it the first time in lukewarm water and gently squeeze it until the soap is mostly out.

The third pan is full of lukewarm water also. Rinse the garment in it; then turn it right side out and rinse again. Squeeze out all the water that you can. Next, wrap it up in a towel so that it may soak up some of the moisture.

Then place the wet garment on the piece of paper on which you drew the outline and stretch it out almost to the original size, allowing for the stretching of the garment because it had been worn. Be sure to make it the original length, though.

Never hang a woolen garment up to dry. Let it lie flat.

Things to Do

Write answers to these questions:

What garments are usually made of wool?
What other word can be used for *dampness?*
What word is used in the story for "*first*"?
Why must the garment be rinsed?
What does lukewarm mean?

You may take your mimeographed copy of the directions home for use when you need to wash any woolen garment.

STUDYING MANNERS

A very practical and interesting series of experience lessons was a two-week long activity of slow-learning and mentally retarded pupils of a seventh-grade social living class. Two groups of twenty-five pupils each ranged in intelligence from 62 to 97 I. Q., and in reading from second- through sixth-grade level. Upon the suggestion and vote of the two classes, the lessons were entitled "Everyday Manners" and "Better Conduct."

First Day Development

Teacher: "Going to a new school or class is like going to a new city or country. You want to be a good citizen and make good new friends. Perhaps we can make a list of ways of doing things that will help us to be good citizens and good friends. Each of you can tell us what you think, and we shall write your suggestions on the board."

Writing the Suggestion. Many suggestions—some for hall behavior, some for the classroom, some for the cafeteria—were written on the blackboard.

Things to Do. "Because we need to use the blackboard for other classes, we must copy these suggestions so we can go on with the work tomorrow. If you will number by three's, number one's will find and copy all the suggestions for behavior in the halls; the two's, those for classrooms; and the three's, those for the cafeteria.

"Perhaps we can notice what other pupils and adults do that may give us ideas for our rules."

Second Day Development

The teacher announced: "The librarian has collected the books in our library that tell about everyday manners and better conduct. We can check our list with those in the books to see if we find others we should like to add to the list."

Writing the Rules. In the library the books listed below were examined with interest and probable benefit to the behavior of the pupils.

Allen, *Behave Yourself*
Allen, *If You Please!*

Betz, *Your Manners Are Showing*
Black, *Manners for Moderns*
Boykin, *This Way, Please*
Clark, *Etiquette, Jr.*
Daly, *Personality Plus*
Hadida, *Manners for Millions*
McLean, *Good Manners*
Pepper, *Teen-age Blues*
Philadelphia, *Everyday Manners for American Boys and Girls*
Pierce, *It's More Fun When You Know the Rules*
Post, *Etiquette, the Blue Book of Social Usage*
Reid, *Personality and Etiquette*
Smith, *Manners and Conduct in School and Out*
Stevens, *Correct Thing*
Wilson, *New Etiquette, the Modern Code of Social Behavior*

All suggestions made by the pupil were written on the board and criticized co-operatively. Each day's list was copied by the pupils as was done the first day. The final list was mimeographed so that copies could be had by each pupil. In its original form, the outline contained the parallel lists of "Do's" and "Do Not's" voted for by the classes. However, these were so phrased that frequently a statement had no meaning unless its positive or negative counterpart was read also. This did not seem best for this sample lesson, so all statements were recast in a positive form.

In the Cafeteria

Wash your hands before entering the cafeteria.
Decide on your food before you reach the counter.
Choose food wisely. Do not buy desserts only.
Eat your food quietly.
Talk only when there is no food in your mouth.
Take small bites and chew your food well.
Fill your soup spoon partly full.
Chew with your mouth closed.
Use your knife for cutting food only.
Use your fork and spoon only for carrying food to your mouth.
Eat your food without playing with it.
Keep your arms, elbows, and hands off the table.
Put uneaten food where it belongs.
Keep the floor clean.
Put wrappings, peelings, and paper cups in the proper containers.
Put milk bottles in proper containers.
Keep purses and other personal belongings on your lap.
Keep your feet under your chair.
Keep your chair solidly on the floor.
Talk just loudly enough for the people sitting near you to hear.
Walk; do not run.

Go outside when you have finished eating.

In the Halls

Take only one stair at a time.
Walk down the stairs, instead of sliding down the railings.
Open doors into halls carefully and slowly.
Keep to the right when you walk.
Walk with one other person if you wish, but do not walk three or four abreast.
Walk, instead of running through the halls.
Keep moving, instead of collecting in groups.
Obey hall workers or monitors.
Be careful not to trip anyone.
Try not to push or play with anyone.
Talk politely to the people you meet.
Talk quietly.

In the Classroom

Be courteous to your classmates.
Be friendly; do not annoy other people.
Make new pupils feel at home and happy.
Treat others as you would like to have them treat you.
Keep the room neat by putting things where they belong.
Help classmates to correct their mistakes, instead of laughing at them.
Work quietly.
Take your seat as soon as you come in.
Speak so that all your classmates can hear you, but do not shout.
Wait quietly for your turn when you want your teacher's help.
Get permission before you borrow things from anyone.
Always ask for permission before reading anything on a pupil's or teacher's desk.
Remember that you do not like to have anyone read things over your shoulder.
Pick up things from the floor even if you did not drop them.
Wait until no one else is speaking before you talk in class.
Carry your teacher's books if you see him going down the hall carrying a load.
Always address your teacher by his name, not as "Teacher!" or "Hey!"
Be a good citizen at all times.
Have your own pencil, paper, and other supplies so that you will not have to borrow.
Always have your hands clean and your hair combed before you go to class.
Sit without slumping in your seat.
Be honest in your work.
Be on time to classes.
Listen when someone is talking to the class.
Remember that you cannot always be called on when you want to be; you will have another chance if you are passed by this time.
Chew gum at home if you wish, but not at school.
Do your own work.
Leave your rubber bands at home or in your pockets.
Protect other people's property as well as your own.

Come into your room quietly and take your seat at once.
Keep yourself out of trouble.
Say "Excuse me," or "Pardon me" when you walk in front of someone.
When you are reciting, speak distinctly, so that everyone can hear you.
Accept criticism without being angry; criticism can help you.
Act grown-up and talk things over with your mother or teacher instead of feeling sorry for yourself.
Help other people to help themselves.
Learn to depend upon yourself.
Learn to enjoy co-operating and working with other people.
Accept responsibilities and do your share of work.
Have faith in yourself.
Make the most of your opportunities.

Under ordinary circumstances, the sub-groupings which are here presented might well constitute complete individual projects.

Note on Value of Experience Lesson

It must be emphasized that no two experience lessons will be exactly alike even though they deal with the same subject. This follows logically from the fact that the value of experience lessons depends upon their development by the pupils and teacher in class and not upon conformity to a model. Such a sample merely indicates the sort of result which a specific group has produced, and, thereby, gives the inexperienced teacher an idea of what can be done. No teacher, however, should *expect* certain specific results and then feel disappointed if these are not forthcoming.

ADDITIONAL LANGUAGE ARTS ACTIVITIES

1. *Filling Out Forms*
   a. Post office change of address forms. (Pupil in class moves.)
   b. Application blanks for jobs.
      (Teacher may obtain application forms from local stores, factories, hospitals.) In one class pupils applied for work at Douglas Aircraft Company and at the Santa Monica Hospital. Teacher may provide practice on a sample form placed on the board. Words most likely to appear on many forms may first be learned, such as "birthplace, citizen, residence."
   c. Money Orders
      Where possible, make this an actual experience, such as having class send for book related to unit of work.
2. *Writing Telegrams*
   Teacher may obtain blanks from telegraph office.
   Pupils practice sending messages first.

3. *Writing Letters*
   a. Pupils write short busines letters requesting information about some article advertised in *Popular Mechanics Magazine*. For boys this activity may be related to shop work. For the girls this may be related to home-making, cooking, or sewing course.
   b. Pupils write friendly letters—thank-you notes, notes of appreciation for some school program, notes of invitation to other classes, *etc.*
4. *Learning New Words in Order to Pass Required Driving Test*
   Drill on reading traffic signals. Drill on words used most frequently in Motor Vehicle Code. Study of Code. Pupil writes stories including some of the rules of safe driving. When sufficiently familiar with the Code, a practice test may be obtained from an Auto Club and test taken by pupil.
5. *Games Which Require Reading*
   Pin up pictures in front of room. (These may be cut from old magazines.) Number each picture. Put list of possible titles for pictures on board. You might have three titles for every picture. Titles may be lettered. Match titles and pictures.

SAMPLE BOOK READING LESSON

Slow-learning pupils will, of course, do much learning through the aid of well-selected books. However, each book lesson must be planned by the teacher for specific learning objectives and must follow specific laws of instruction. Following is a sample lesson used with B-10 class of slow-learners —78 to 87 I. Q.

Objectives

To have increased understanding of and sympathy with the problems of fellow beings.

To increase ability to comprehend main idea and supporting details from a short, factual article.

To analyze and to add new words to vocabulary.

Materials of Instruction

Text: Wings for Reading, Carol Hovious and Elga Shearer, *'Guide Dogs at Work'*
Visual Aids: Illustrations in story
Mounted pictures of Seeing-Eye dogs
Braille books

Development of Lesson

Teacher and class discuss Seeing-Eye dogs. "Look at illustrations in the story. How many have seen such dogs? What have you noticed about them? Perhaps some pupil can tell of one he has seen. What breed of dog is the

Seeing Eye? How do they know where to take their masters? Where may these dogs be obtained?" (In other words, teacher finds out everything possible that the class may know about the subject *before* the lesson is read.)

Teacher then tells of a blind couple of her acquaintance and their beautiful Seeing-Eye dog. She enumerates several dramatic experiences of the couple and then tells of some of their activities, such as, basket weaving, building furniture, giving music lessons, tutoring, and playing cards. This information brings forth questions from the class—as to "how." The subject of Braille books is then mentioned. (Obviously, the possibilities of this subject are many and provide a lead to other lessons.) Where may these books be obtained? At what cost? The teacher may assign or call for volunteer students to find answers to these questions and report to the class.

The teacher then tells the class that many of their questions will be answered in the story they are to read. She asks the class to look for certain specific points, such as "What does the master do if he is lost?" "What does the dog do when a cat crosses her path?"

Reading of Story

The story is then read silently by the class. After the story has been read, teacher asks questions such as "Did the Seeing Eye dog in the story read the 'Stop and Go' signs?" "How did she know when to lead her master into the street?" "When does a Seeing Eye dog have to disobey her master?" "These may be placed on the board and answered as written work or answered orally.

Vocabulary

Teacher places on board such words as: *shepherd dog, manhole,* and *disobey*. With the aid of the Workshop at the end of text, pupils may see how words are formed.

PROVIDING FOR INDIVIDUAL OR FOR GROUP INSTRUCTION

To meet the needs of pupils in slow-learning classes, it is necessary to group them for instruction in reading usually into three or more groups. It is sometimes necessary to provide individual instruction for some pupils in the class. Pupils may be grouped according to the difficulty of the reading materials used, or on the basis of their need to develop essential reading skills and habits. For example, one group of pupils may be working on developing word of recognition through the kinesthetic method; another group may be emphasizing the comprehension of simple facts. Reading groups should be changed to meet the pupil's needs. Pupils should be transferred to groups using more difficult materials whenever they have attained that level of achievement. Emphasis in skills should be varied according to pupils' needs.

Instruction for the various groups and individuals must be carefully planned so that each individual is engaged in a worth-while reading activity.

SUGGESTED GROUP ACTIVITIES

Group I	*Group II*	*Group III*
Study assignment of a lesson developed with the teacher on the preceding day.	Read easy, interesting library books, or do independent reading activities planned to increase vocabulary.	Meet with the teacher.
Read easy, interesting library books, or do independent reading activities planned to increase vocabulary.	Meet with the teacher.	Study an assignment made on the lesson discussed with the teacher.
Meet with the teacher.	Study an assignment made on the lesson discussed with the teacher.	Read easy, interesting books, or do independent reading activities planned to increase vocabulary.

BOOKS FOR THE SLOW LEARNER

A wide variety of books should be provided for the slow-learner, but instruction in reading should not be confined to the extensive use of commercially prepared materials. The teacher should also use "experience lessons" as outlined in Section II of this publication. The Committee believes that a liberal use of these lessons for those pupils whose reading achievement is far below their capacity will result in more rapid growth than would the exclusive use of books.

When slow-learners have overcome their reluctance or their extreme sense of inability to learn to read, many books must be supplied for their use. The selection must contain many easy books and those that appeal to all possible individual interests of the pupils.

The Committee, in a former bulletin[1], set up three criteria on which to base their recommendation of books for poor readers.

1. Their content must be more advanced than their vocabulary and sentence structure.
2. They must have been used successfully with retarded and reluctant readers.
3. They must be of acceptable literary quality.

The books presented on the following pages fall within these limits. It is

[1] *Improving Reading Instruction in the Secondary Schools.* California State Department of Education, Vol. XVI, No. 1, May, 1947.

hoped that the suggestions given will be helpful to teachers who are concerned with the problem of finding adequate reading materials for slow-learners.

Some reading texts will be necessary. Those easy enough for deficient readers will be found only in the elementary field. Among those texts not labeled for particular grades and interesting to high-school pupils are the *Alice and Jerry Books* of the READING FOUNDATION SERIES, published by Row, Peterson and Company. Four titles in this series are: *The New If I Were Going* (Third Grade), *Singing Wheels* (Fourth Grade), *Engine Whistles* (Fifth Grade), and *Runaway Home* (Sixth Grade).

An adequate supply of similar readers will enable pupils to select those to which they have not been exposed in the elementary school. Next in importance because of proven interest are the recent adaptations of adult books and the nature study and science easy texts.

In addition to the elementary science readers by such expert writers as Beauchamp, Craig, and Frasier is an invaluable BASIC SCIENCE EDUCATION series by Glenn O. Blough and Bertha Parker, published in New York by Row, Peterson and Company. The series consists of eighty-four, thirty-six page pamphlets lavishly illustrated with colored photographs, paintings, drawings, and diagrams. The books are written in three sections: primary, intermediate, and junior high school and cover a wide range of subject matter—one topic for each book.

In the field of the social studies, the books in the AMERICAN ADVENTURE series, published in Chicago by The Wheeler Publishing Company, are of high interest to slow-learners. The following titles are available: *Buffalo Bill, Chief Black Hawk, Davy Crockett, Fur Trappers of the Old West, John Paul Jones, Kit Carson,* and *Rush for Gold.*

For general reading, the books in the following list are recommended:

Adventures of Canolles, The, by Helen Heffernan, Miriam Crenshaw, and Aline Merritt. San Francisco: Harr Wagner Publishing Co. 1946.

Airplanes at Work by Gertrude Whipple. (AVIATION READERS.) New York: The Macmillan Company. 1944.

All-American by John Roberts Tunis. New York: Harcourt, Brace and Company, Inc. 1942.

Boxcar Children, The, by Gertrude Chandler Warner. Chicago: Scott, Foresman and Company. 1942.

Cowboy Tommy's Roundup by Stanford Tousey. New York: Doubleday and Company, Inc. 1932.

Desert Treasure by Helen Heffernan, Irmagarde Richards, and Alice Salisbury. San Francisco: Harr Wagner Publishing Co. 1939.

Docas, Indian of Santa Clara by Genevra (Sisson) Snedden. Boston: D. C. Heath and Company. 1942.

Donald Duck and His Nephews by Florence Brumbaugh. Boston: D. C. Heath and Co. 1939.

Five Chinese Brothers by C. H. Bishop and Kurt Wiese. New York: Coward-McCann, 1938.

Hans Brinker, or The Silver Skates by Mary (Mapes) Dodge. Garden City, New York: Garden City Publishing Company, Inc.

Jungle Book, The, by Rudyard Kipling. New York: Doubleday and Company, Inc. 1932.

Little Pear by E. F. Lattimore. New York: Harcourt, Brace and Co., Inc. 1931.

Lou Gehrig, A Quiet Hero by Frank Graham. New York: G. P. Putnam Sons. 1942.

Mickey Sees the U.S.A. by Caroline D. Emerson. Disney Studios, Illustrators. Boston: D. C. Heath and Company. 1944.

Mickey Never Fails by Robin Palmer. Boston: D. C. Heath and Company. 1939.

Mike Mulligan and His Steamboat by V. L. Burton. Boston: Houghton Mifflin Co. 1939.

More Adventures by Ernest Horn. New York: Ginn and Company. 1940.

Mr. Popper's Penguins by Richard Tupper Atwater. Boston: Little, Brown and Company. 1938.

Pablo of Mexico by Clyde Elizabeth Yeaton. (GUIDANCE IN READING PROGRAM). Chicago: Lyons and Carnahan. 1941.

Parts of Planes by Aviation Research Associates. New York: Harper and Brothers. 1943.

Pelle's New Hat by Elsa Beskow. New York: Harper and Hale. 1929.

Pretzel by Margaret Elisabeth Rey. New York: Harper and Brothers. 1944.

Red Feather by Margaret Norcomb. New York: Lyons and Carnahan. 1938.

Smoky, the Cow Horse by Will James. New York: Charles Scribner's Sons. 1926.

Squanto and the Pilgrims by A. M. Anderson. (THE AMERICAN ADVENTURE series). Chicago: Wheeler Publishing Co. 1949.

Story Book of Air Craft by Maud (Fuller) Petersham and Miska Petersham. Philadelphia: John C. Winston Company. 1946.

Story of Dr. Doolittle by Hugh Lofting. Philadelphia: Stokes and Lippincott. 1920.

Straight Down by Henry B. Lent. (AVIATION READERS). The Macmillan Co. 1944.

Straight Up by Henry B. Lent. (AVIATION READERS). New York: The Macmillan Co. 1944

Surprise Island by Gertrude Chandler Warner. Chicago: Scott, Foresman and Co. 1949.

Types of Planes by Aviation Research Associates. New York: Harper and Brothers. 1943.

Walt Disney's Pinocchio by Dorothy W. Baruch. Boston: D. C. Heath and Company. 1939.

Water Buffalo Children by Pearl S. Buck. New York: John Day Company, Inc. 1943.

Diagnosis and Treatment of Reading Difficulties

THE Committee on Developmental Reading, in its study of the reading problem of slow-learners and of the mentally deficient, has kept in mind the fact that "Reading is a complex operation, and reading disability is a complex condition involving the interaction of multitudinous phases of physical and mental growth. In every case, causation should be sought not in single factors but in complex patterns whose interrelated elements, in proper balance, are essential to maximum efficiency." It has remembered, too, the fact that *endeavor to teach must go on* while the endeavor to determine the causes is in process.

The guide in this section suggests the causes of reading disability and ways of overcoming them.

GUIDE FOR PUPIL STUDY

Possible Causes of the Difficulty	*Indications of the Difficulty*	*Suggested Techniques*
I. *Mental Retardation* Hereditary	Low I. Q. on individual test or on nonlanguage test	Determine level of expectancy Select materials and methods well within the capacity for achievement —ultimate reading of fourth-grade level for 60 to 70 I. Q., of seventh grade for 80 I. Q.
	Slow reaction.	Use much repetition
	Slow verbal responses inaccurate responses	Use words in pupil's oral vocabulary
	Lack of ability to reason or generalize	Direct teaching to needs of living How to pay a gas bill How to get a street car to the beach
	Extremely limited vocabulary	Build recognition vocabulary on experiences
	Limited ability to supply meaning from context	Use simpler material Explain meaning

Possible Causes of the Difficulty	*Indications of the Difficulty*	*Suggested Techniques*
	Limited ability to understand figurative speech	Practice use of words
Physical		
Birth accidents	Spasticity	Consult school case history Get help from parents and family physician
Prenatal conditions	Lack of motor co-ordination	
Later physical injuries	Deformity	
Glandular disfunction	Poor health Cretinism	Glandular treatment as recommended by physician
	Abnormal physical development	Corrective physical education
II. *Educational immaturity*		
Limited experiences Cultural status of family Environment	Has a limited knowledge of word meanings	Use many experience lessons
	Lacks understanding of literary expressions and allusions Has little acquaintance with or liking for books	Use materials on the level of comprehension Provide exercises in defining and using words in preparation for the assignment
	Reads the assignments with reluctance	Introduce easier books for pleasure reading
	Does little or no outside reading.	Introduce books about the expressed interest of the pupil Make short assignments that have been interestingly introduced
III. *Errors in teaching methods: the use of methods not effective with slow-learners*		
Mass oral instruction	Inattention of individuals in the group	Supervise individual study while the group works independently
The use of materials too difficult for natural reading	Reluctant and embarrassed readers	Provide material commensurate with both the mental ability and the reading skill of each reader
Over-emphasis upon formal oral reading and recitation	Inattention of the rest of the class and embarrassment of the reciter	Use the class as an audience that is being informed or entertained

Possible Causes of the Difficulty	*Indications of the Difficulty*	*Suggested Techniques*
		by the reader after the selection has been adequately prepared
Over-emphasis upon phonetics, isolated word study and analytical drills	Failure to understand and apply "the rule"	Limit the need for generalizations and applications to the ability of the learner Mentally retarded pupils lack ability to make applications
Over-emphasis upon such mechanics of reading as word pronunciation and word recognition skills	Loses interest in and comprehension of the material	Provide materials not too difficult and anticipate the few words that must be developed
Methods of teaching that kill the interest in a selection before it is read	Is reluctant to read	Let each reading be an opportunity to find out or to enjoy something
Failure to correlate reading with other activities	Reading becomes a dull, isolated, academic activity	Develop the connection between reading activities in school and out by experience lessons on those activities Have pupil read about and discuss the activity that interests him
Wrong motivation: lack of immediate satisfaction closely associated with the particular activity, or of the realization that the activity will bring about a much desired purpose	Is inattentive Lacks effort Is antipathetic Is negativistic Rationalizes the failure to learn to read	Use the techniques of word recognition that interest the pupil Use reading material highly interesting to the pupil and of the proper level of difficulty Provide functional reading occasions Provide abundant easy reading as a substitute for review Provide for frequent evaluation of progress
IV. *Emotional Reactions*		
Attentional instability	Loses the place Daydreams Is apathetic	Study school history of the pupil Find out parents' attitude and help them to understand the pupil's problem Provide reading material of deep personal interest

Possible Causes of the Difficulty	*Indications of the Difficulty*	*Suggested Techniques*
Resistance to reading	Refuses to attempt to read	Persuade pupil that his inability to read is not his fault and that an attempt is being made to help him by finding the causes of his difficulty Find out what his deep personal interests are and provide reading material on those topics
Withdrawal	Is purposefully inattentive Daydreams	Same as above Provide much functional reading of proper difficulty
Embarrassment or fear	Stammers Makes frequent repetitions Loses the place Shows tension by unusual facial expressions, flushing, nervous twitching, and bodily movements Is shy and timid	Do not require pupil to read unprepared material before an audience Call attention to his strong abilities to give him status and self-respect Keep measures of improvement for the pupil's use
V. *Health Factors*		
Health habits		
Insufficient sleep Going without breakfast Irregular meals Humored appetites Fatigue from out-of-school work or activities Habit of "illness" as an escape Malnutrition	Is often sleepy Has headaches Is listless Shows apathetic attitude Is inattentive Shows nervous behaviorisms Is emotionally unstable	Provide for a nap (temporary measure) Confer with parents Provide a breakfast Teach value of a balanced diet Confer with pupil, parents, and counselor and adjust school program if necessary
Obvious conditions generally accepted as influencing learning	Inattention Irritability Sleepiness Poor posture Paleness	Refer to school nurse or physician who will communicate with parents Confer with parents if school has no nurse or physician
Enlarged tonsils Adenoids Sinus infections Frequent colds Chronic nasal discharge Chronic ear infections Dental disorders Asthma Headache Stomach-ache	Abnormal breathing habits Disagreeable breath Persistent cough	Have parent consult family physician

Possible Causes of the Difficulty	*Indications of the Difficulty*	*Suggested Techniques*
Less obvious conditions influencing learning ability	Tension Nervous habits Emotional outbursts Highly apathetic attitude	Refer to school nurse or physician
After-effects of earlier illness Impaired heart function Rheumatic fever Brain injury	Extreme forgetfulness Crying spells Constant shift of attention	
Endocrine disturbances	Block in mental functions Confused articulation Confusion in the visual processes involved in recognizing letters, words, or symbols Inversion of letters, syllables, and numerals Poor motor control Abnormal growth Tiredness Tantrums Extreme restlessness Poor concentration Short attention span	Refer to a competent endocrinologist through school health department or parents
VI. *Deficient Motor Control*		
Birth injuries Illness affecting nervous system, such as infantile paralysis, convulsions	Does not have reasonable amount of rhythmic sense as shown in such activities as dancing, skipping, etc.	Make use of the case history Keep it up to date Refer severe cases to school physician for referral to neurologist
	Has slow sluggish reaction Has difficulty in manipulating scissors	Refer to correctionist Provide rhythmic activities
Chorea	Makes jerky, spasmodic movements Cannot turn pages or handle books easily Has difficulty in tracing with fingers, crayon, or pencil	Show pupil best way to hold book Provide a book rest Provide interesting books to look at Allow time for use of these books
Change of handedness or lack of preference for either hand	Does not always use one hand for all unimanual activities	Explain to pupil that lack of hand preference may make reading more difficult
Unknown causes	Has erratic uncontrolled eye movement	Provide easy materials Use a marker Pace the eye movements Have pupil follow lines as teacher reads

Possible Causes of the Difficulty	*Indications of the Difficulty*	*Suggested Techniques*
		Have pupils read in unison with teacher Provide rapid flash card *phrase* drills
	Varies in rate of reading; may have very slow rate, or rapid, or jerky reading	Set up new rhythmic pattern through pacing; have teacher read aloud and pupils follow with eyes; have pupils read in unison with teacher; use choric verse with group
	Skips lines and loses place	Use short, easy, interesting selections Provide practice in reading material with only one line on a page or material with lines spaced farther apart Use a marker
	Makes many reversals and repetitions	Provide easier, more interesting material Have pupil read silently before reading orally; remove vocabulary difficulties before oral reading Cover, with a card, words already read
	Fails frequently to give attention to reading for more than short periods	Arouse interest
	Stammers during oral reading	Study case to determine nature of difficulty; remove stress; place emphasis on *silent* reading
VII. *Defective Hearing*		
Faulty hearing resulting from physical factors	Turns one ear toward speaker	Refer to Health Service Department or advise home to consult family physician
Obstruction of outer ear, such as excessive amount of wax	Makes frequent requests for repetition of questions or statements	Check auditory ability with auditory tests Use audiometer where possible
Infection of inner ear Impairment of auditory nerve	Has habit of rubbing and picking ear	Give watch-tick test Give whisper test: Teacher stands twenty feet from pupil, whis-

Possible Causes of the Difficulty	*Indications of the Difficulty*	*Suggested Techniques*
Loss of hearing in middle ear	Has earache or discharging ears	pers a series of twenty unrelated words, such as, *key, ice, spoon, hunter, coming, faded, message*
	Has difficulty in breathing; breathes through mouth	Pupil, back turned to teacher, listens, first with one ear covered by his forefinger, second with other ear covered, then with both uncovered
	Has monotonous or unnatural pitch to voice	Pupil repeats each word slowly after teacher whispers it Teacher, if pupil repeats word incorrectly, asks him to come close enough to hear properly
	Omits endings and nonstressed syllables Confuses words composed of similar sounds; such as, tin, tan, and ten Confuses consonant and vowel sounds Has difficulty with phonics as method of word recognition Adds and omits sounds Fails to blend sounds to get complete words	Teacher records types of errors — whole words, particular syllables, beginnings of words, endings, others, and the distance at which these disappear. (Pupil needs to be able to repeat about eighteen words correctly to insure adequate hearing ability for the average classroom.)
		Give speech sounds test: Teacher asks pupil to stand with back to him Teacher articulates clearly such pairs of words as bend, band, send, sand. Pupil tells whether words spoken have the same or a different sound
Emotional and other psychological factors (insufficient personal record data often make it difficult to determine the specific causes)	Resents hearing being questioned Is unable to follow oral directions	Instill confidence as opposed to feeling of inferiority that accompanies a physical deficiency Emphasize successes

Possible Causes of the Difficulty	*Indications of the Difficulty*	*Suggested Techniques*
	Asks neighbor what the teacher said Is inattentive while others read Has vacant expression	Seat pupil to his advantage in center of room In second or third row for uninterrupted view of face when hearing loss is in the high frequencies of the human voice
	Responds slowly or fails to respond	On side of room: Right side if right ear is impaired, left side if left ear is impaired
	Draws away from class and does other things Is cross, impatient, irritable Expresses vague concepts Is apparently disobedient	Train pupil to pay attention to likenesses and differences in beginnings and endings of sounds To become a good listener To hear all directions and explanations To listen for and drill on rhyming elements in sound To repeat after teacher for accuracy
	Shows lack of social adjustment	Place emphasis on: "Look-and-say" techniques rather than oral phonetic instruction Practice in words causing difficulty, use of kinesthetic method of tracing, saying, and writing words
VIII. *Defective Vision*		
		Question child *
Biological causes Malnutrition Toxic conditions Infections Endocrine disturbance Abuse Poor light Poor posture Too much close work	Holds head in unusual position Too close to work At an angle Moving head back and forth Is awkward--stumbles Squints Has strained expression Has sties and granulated lids	Provide adequate screening visual examination Recommend professional attention Avoid prolonged visual activity Provide sufficient and proper light Quality Quantity Provide proper furniture

* Betts, "Usual Problems of School Children"

Possible Causes of the Difficulty	*Indications of the Difficulty*	*Suggested Techniques*
Poor print Close work during and after fever disease Venereal diseases Environmental conditions Fatigue	Has headaches Is dizzy or nauseated Is nervous Has reduced visual acuity Is unable to distinguish certain colors Has deviation of either eye Complains of not seeing Has limited reaction to light Reverses and regresses Loses place in reading Has short attention span Does not read well If myopic is "bookworm" type	Adjustable Properly placed Nonglaring Proper size Provide environment free from glare and tiring colors
IX. *Deficient Speech*		
Heredity Accident Deafness Paralysis Left-handedness Ill health Imitation Unknown causes	Nervous speech disorders Stammers: Audibly—by audible or spasmodic action of the speech organs Stammers: Silently—by inability to speak at times, with often no outward sign of inner struggle Stutters: By rapid repetition of the first sound, in words as t-t-t-t-to Hesitates: By showing excessive self-consciousness and confused speech; resulting in refusal to recite Clutters words: By using choppy, very indistinct speech which is almost unintelligible	Refer to correctionist Refer to counselor Consult with the proper school health authority who will probably suggest a complete physical examination Provide rest periods Provide relaxation periods Establish good health habits (Proper food and rest) Confer with parents about avoiding fatigue and excessive excitement for the child and providing a harmonious home situation as far as possible Discourage worry or overconcern in the mind of the child Help him to avoid embarrassing speaking situations in the classroom; help him to become less conspicuous Arrange a school program suited to his abilities and interest; help him to have a harmonious school life

Possible Causes of the Difficulty	*Indications of the Difficulty*	*Suggested Techniques*
		Find some activities in which the student may have a part for personal encouragement; such as group singing, journalistic reporting, or choric verse
		Avoid permitting a situation for imitation through listening to a radio or screen program where defective speech is used to effect humor.
		Exert all patience possible
		In-service training is recommended for all classroom teachers
	Articulation disorders:	
	Lisps: protrudes the tongue on consonants s, z, zh, and j; substituting the "th" sound as "thing" for "sing"	Ear training:
		The teacher drills on consonant and vowel combinations as pa, pe, pi, and po.
		The student listens to the teacher with closed eyes; then repeats the combinations
		Lead to the difficult combinations of s, z, *etc.*
	Substitutes consonants: uses w for v and f for th; *e. g.* woice for voice and fing for thing	Use the same drill with words as; papa, people, pine, and position; then to the s, z, j, th, *etc.*, combinations
	Uses infantile speech: completely distorting words	Student reads short sentences which illustrate his errors as: I thaw/saw the book
		The teacher then reads correctly and he repeats
		The teacher reads and purposely makes errors
		The student takes from dictation and spells the errors phonetically
		Then drill on correct pronunciation follows

Possible Causes of the Difficulty	*Indications of the Difficulty*	*Suggested Techniques*
		The teacher speaks a word five times, once making an error The student signals when the error is made The student imitates his own error when it occurs, but greatly exaggerates The student and teacher enter into a telephone conversation. The teacher interrupts by hanging up when an error occurs.

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  State Tchrs. Coll. Lib.
Brunswick—Brunswick Sr.-Jr. H. S. Lib.
College Park—Univ. of Md. Lib.
Colora—West Nottingham Acad. Lib.
Frederick—Hood Coll. Lib.
Glen Burnie—Glen Burnie Sr. H. S. Lib.
Hagerstown—Washington Co. Sch. Lib.
Olney—The Warren Sch. Lib.
Pasadena—Fox Jr. H. S. Lib.
Snow Hill—Snow Hill H. S. Lib.
Towson
  Catholic H. S. Lib.
  Loyola H. S. Lib.
Westminster—Western Md. Coll. Lib.

MASSACHUSETTS

Agawam—Agawam H. S. Lib.
Amherst—Univ. of Mass. Lib.
Andover—Punchard H. S. Lib.
Belmont—Belmont Sr. H. S. Lib.
Boston
  Allyn and Bacon Lib., 50 Beacon St.
  Sch. of Educ. Lib., Boston Univ.
  Admin. Lib., Boston Sch. Committee, 15 Beacon St.
  Journ. of Educ. Lib., 8 Beacon St.
  Northeastern Univ. Lib.
  Public Lib.
  Tchrs. Coll. of Boston Lib.
Cambridge
  Sch. of Educ. Lib., Harvard Univ.
  Professional Lib., 1700 Cambridge St.
Chestnut Hill
  Boston Coll. Lib.
  Mount Alvernia Acad. Lib.
Deerfield—Deerfield Acad. Lib.
Fall River—Lord Jr. H. S. Lib.
Fitchburg—State Tchrs. Coll. Lib.
Holyoke—Holyoke Jr. Coll. Lib.
Lexington—Lexington Jr. H. S. Lib.
Lynn
  Eastern Jr. H. S. Lib.
  Pickering Jr. H. S. Lib.
Milford—Stacy Jr. H. S. Lib.
Milton—Cunningham Jr. H. S. Lib.
Newton—Day Jr. H. S. Lib.
Palmer—Palmer H. S. Lib.
Reading—Professional Lib., 365 Summer Ave.
Salem—State Tchrs. Coll. Lib.
Waltham—Chapel Hill Sch. Lib.
Watertown—Perkins Inst. Lib.
West Bridgewater—Howard Seminary Lib.
West Newton—Warren Jr. H. S. Lib.
Woburn—Woburn Jr. H. S. Lib.
Worcester
  Guidance Dept. Lib., Larmartine Annex
  State Tchrs. Coll. Lib.

MICHIGAN

Allen Park—Melvindale H. S. Lib.
Ann Arbor—General Lib., Univ. of Mich.
Detroit
  Reference Lib., Board of Educ.
  Public Lib.
  Wayne Univ. Lib.
East Lansing—Mich. State Coll. Lib.
Grand Rapids
  Grand Rapids Pub. Lib.
  Ottawa Hills H. S. Lib.
Grosse Pointe—Detroit Univ. Sch. Lib.
Kalamazoo
  Kalamazoo Christian H. S. Lib.
  Western Mich. Coll. of Educ. Lib.
Lansing Mich. State Lib.
Richland—Richland Rur. Agri. Sch. Lib.
Rochester—Rochester Sr. H. S. Lib.
Romeo—Pub. Schs. Lib.
Saginaw
  Cent. Jr. H. S. Lib.
  St. Andrew H. S. Lib.
Sturgis—Sturgis H. S. Lib.
Ypsilanti—Mich. State Normal Coll. Lib.

MINNESOTA

Albert Lea—Albert Lea Jr. H. S. Lib.
Bemidji—Bemidji H. S. Lib.
Brooten—Brooten H. S. Lib.
Buhl—Buhl H. S. Lib.
Crookston—Central H. S. Lib.
Crosby—Crosby-Ironton H. S. Lib.
Duluth
  Curric. Lab. Lib., Board of Educ. Bldg.
  Denfield H. S. Lib.
  Duluth Branch Lib., Univ. of Minn.
  Washington Jr. H. S. Lib.
Edina—Edina H. S. Lib.
Esko—Esko H. S. Lib.
Fertile—Fertile H. S. Lib.
Forest Lake—Forest Lake Consol. Sch. Lib.
Frazee—Frazee H. S. Lib.
Grand Rapids—Grand Rapids H. S. Lib.
Henning—Henning H. S. Lib.
Hills—Hills H. S. Lib.
Mankato
  Good Counsel Acad. Lib.
  State Tchrs. Coll. Lib.
Marshall—Marshall H. S. Lib.
Melrose—H. S. Lib.
Milan—Milan H. S. Lib.
Minneapolis
  Augsburg Coll. Lib.
  Bd. of Educ. Lib.
  Cent. H. S. Lib.
  Nokomis Jr. H. S. Lib.
  Pub. Lib.
  Roosevelt H. S. Lib.
  Faculty Reading Center, Univ. of Minn.
  Univ. of Minn. Lib.
Moorhead—Concordia Coll. Lib.
Newfolden—Newfolden H. S. Lib.
New Ulm—New Ulm H. S. Lib.
Northfield—Northfield H. S. Lib.
Norwood—Norwood H. S. Lib.
Ortonville—Ortonville H. S. Lib.
Pillager—Pillager H. S. Lib.
St. Cloud—State Tchrs. Coll. Lib.
St. Paul
  Ames Jr. H. S. Lib.
  Humboldt H. S. Lib.
  Johnson H. S. Lib.
  Macalester Coll. Lib.
  Marshall H. S. Lib.
  Public Lib.
  Roosevelt Jr. H. S. Lib.
  St. Thomas Acad. Lib.
  Washington H. S. Lib.
Triumph—Triumph H. S. Lib.
Tyler—Tyler H. S. Lib.
Virginia—County Board of Educ., Courthouse

Wheaton—Wheaton H. S. Lib.
Windom—Windom H. S. Lib.
Winona—State Tchrs. Coll. Lib.
Winthrop—Winthrop H. S. Lib.
Worthington—Worthington H. S. Lib.

MISSISSIPPI

Biloxi—St. Michael's Convent Lib.
Cleveland—Cleveland H. S. Lib.
Europa—Springhill Consol. H. S. Lib., Rt 3
Greenwood—Pub. Schs. Lib.
Gulfport—Gulfport H. S. Lib.
Hattiesburg
  H. S. Lib.
  Miss. Southern Coll. Lib.
Lexington—Saints I. and L. Sch. Lib.
Okolona—Okolona Pub. Schs. Lib.
University—Univ. of Miss. Lib.

MISSOURI

Canton—H. S. Lib.
Cape Girardeau—Southeast Mo. State Coll. Lib.
Columbia—Univ. of Mo. Lib.
Desloge—Desloge H. S. Lib.
Eldon—Eldon H. S. Lib.
Ferguson—Ferguson H. S. Lib.
Jefferson City
  St. Peter H. S. Lib.
  Lincoln Univ. Lib.
Kansas City—Kansas City Pub. Lib.
Kennett—Kennett H. S. Lib.
  Coll. Lib.
Lexington—Wentworth Milit. Acad. Lib.
Liberty—William Jewell Coll. Lib.
St. Joseph—Christian Brothers H. S. Lib.
St. Louis
  Acad. of the Visitation Lib.
  Christian Bros. H. S. Lib.
  Cleveland H. S. Lib.
  Harris Tchrs. Coll. Lib.
  Professional Lib., Board of Educ.
  St. Francis De Sales H. S. Lib.
  St. Louis Pub. Lib.
  St. Louis Univ. H. S. Lib.
  Sumner H. S. Lib.
  Vashon H. S. Lib.
  Washington Univ. Lib.
Warrensburg
  Cent. Mo. State Coll. Lib.
  H. S. Lib.
Warsaw—Warsaw H. S. Lib.

MONTANA

Belt—Pub. Schs. Lib.
Browning—Pub. Schs. Lib.
Ekalaka—Carter Co. H. S. Lib.
Fairview—Pub. Schs. Lib.
Glasgow—Pub. Schs. Lib.
Great Falls—Great Falls H. S. Lib.
Livingston—H. S. Lib.
Miles City—Custer Co. H. S. Lib.
Missoula—Mont. State Univ. Lib.
Oilmont—Pub. Schs. Lib.
Winnett—Pub. Schs. Lib.

NEBRASKA

Alliance—H. S. Lib.
Grand Island—Barr Jr. H. S. Lib.
Kearney—State Tchrs. Coll. Lib.
Lincoln
  Union Coll. Lib.
  Univ. of Nebr. Lib.
Omaha—Univ. of Omaha Lib.
Seward—Concordia H. S. Lib.

NEW HAMPSHIRE

Concord—State Lib.
Durham—Univ. of N. H. Lib.
Hanover—Dartmouth Coll. Lib.
Keene—Keene Tchrs. Coll. Lib.
Plymouth—Plymouth Tchrs. Coll. Lib.

NEW JERSEY

Atlantic City—Friends Sch. Lib.
Belmar—St. Rose H. S. Lib.
Bloomfield—Essex Co. Voc. H. S. Lib.
Camden—Camden H. S. Lib.
Englewood—St. Cecilia H. S. Lib.
Hackettstown—Hackettstown H. S. Lib.
Hillside—Hillside Sr. H. S. Lib.
Jersey City
  Ferris H. S. Lib.
  St. Dominic Acad. Lib.
  St. Michael H. S. Lib.
Lawrenceville — John Dixon Lib., Lawrenceville Sch.
Long Branch—Star of the Sea Acad. Lib.
Montclair—State Tchrs. Coll. Lib.
Morristown—Delbarton Sch. Lib.
Newark
  Pub. Lib.
  St. Vincent Acad. Lib.
  Seton Hall Coll. Lib., Urban Div.
New Brunswick
  Rutgers Univ. Lib.
  New Brunswick Jr. H. S. Lib.
Perth Amboy—Perth Amboy H. S. Lib.
Pine Beach—Farragut Acad. Lib.
Princeton—Educ. Testing Service Lib., 20 Nassau St.
Red Bank
  Red Bank Cath. H. S. Lib.
  River St. Sch. Lib.
Salem—Pub. Schs. Lib.
South Orange—Seton Hall Prep Sch. Lib.
Trenton
  Dept. of Educ., Div. State Lib., Archives of History
  State Tchrs. Coll. Lib.
  Trenton Jr. H S. Lib.
Union—Union H. S. Lib.
Upper Montclair—Lacordaire Sch. Lib.
Wesfield—Westfield H. S. Lib.

NEW MEXICO

Albuquerque—St. Vincent Acad. Lib.
Anthony—Gadsden H. S. Lib.
Cliff—Cliff H. S. Lib.
Deming—Deming H. S. Lib.

Las Vegas—Rodgers Lib., N. M. Highlands Univ.
State College—General Lib., N. M. Coll. of A. and M. A.
Wagon Mount—Wagon Mount H. S. Lib.

NEW YORK

Albany—N. Y. State Lib., Order Section 3
Athol Springs—St. Francis H. S. Lib.
Buffalo
  Buffalo State Tchrs. Coll. Lib.
  Public Lib.
  Univ. of Buffalo Lockwood Mem. Lib.
Canton—St. Lawrence Univ. Lib.
Delhi—Dela Acad. and Central Sch. Lib.
Floral Park—Sewanhaka H. S. Lib.
Flushing—Queens Coll. Lib.
Forest Hills—Kew Forest Sch. Lib.
Garden City—St. Paul's Sch. Lib.
Garrison—Glenclyffe H. S. Lib.
Ithaca—Coll. of Agric. Lib.
Jamaica
  Civil Aeronautics Admin. Lib.
  Queens Borough Pub. Lib.
Jamestown—Sr. H. S. Lib.
Laurens—Laurens Central Sch. Lib.
Liverpool—Liverpool H. S. Lib.
Medina—Medina H. S. Lib.
Newburgh—Mt St. Mary's Acad Lib.
New York
  Bronx H. S. of Science Lib.
  Brooklyn Coll. Lib.
  Brooklyn Prep Sch. Lib.
  City Coll. Sch. of Bus. Lib.
  The Clearing House Lib., 207 4th Ave.
  Columbia Grammar Sch. Lib.
  Cumulative Book Index Lib., H. W. Wilson Co., 950-972 Univ. Ave.
  Buenos Aires—Cultural Institute, Dept. of State, 76 9th Ave.
  Foreign Policy Assn. Lib., 22 E. 38th St.
  Fort Hamilton H. S. Lib.
  Lib., **High Points,** 110 Livingston St.
  Hunter Coll. Lib.
  Inst. of Life Insurance Lib., Educ. Div., 60 E. 42nd St.
  Jr. H. S. 120, Manhattan Lib.
  Lafayette H. S. Lib.
  Lincoln H. S. Lib.
  Midwood H. S. Lib.
  N. Y. Univ. Lib.
  New York Pub. Lib., Sch. Work Branch
  New Utrecht H. S. Lib.
  Occupations, Voc. Guidance Magazine, 82 Beaver St.
  Pamphleteer Monthly, 313 W. 35th St.
  Ramaz Sch. Lib.
  Rhodes Sch. Lib.
  Rockefeller Foundation, 49 W. 49th St.
  St. Johns Univ. Lib., Brooklyn
  School and Society Lib., Society for Advancement of Educ., 15 Amsterdam Ave.
  School Executive Lib., Circulation Dept., 470 Fourth Ave.
  Sumner Jr. H. S. 65 Manhattan, Lib.
  U. S. Lib. for Seoul, Dept. of State, 76 9th Ave.
Niagara Falls—De Veaux Sch. Lib.
Oakdale—La Salle Milit. Acad. Lib.
Oswego—State Tchrs. Coll. Lib.
Rochester
  Columbia Sch. Lib.
  Rochester Pub. Lib.
  Women's Coll. Lib., Univ. of Rochester
Sea Cliff—Pub. Schs. Lib.
Southold—Fisher's Island Union Sch. Lib.
Staten Island—Wagner Coll. Lib.
Syracuse—Christian Brothers Acad. Lib.
Yonkers—Halsted Sch. Lib.

NORTH CAROLINA

Asheville—Lee H. Edwards H. S. Lib.
Belmont—Belmont H. S. Lib.
Boone
  Appalachian H. S. Lib.
  Appalachian State Tchrs. Coll. Lib.
Burlington—E. M. Holt H. S. Lib.
Chapel Hill
  H. S. Journal Lib., Dept. of Educ., Univ. of N. C.
  Univ. of N. C. Lib., Serials Dept.
Cullowhee—Western Carolina Tchrs. Coll. Lib.
Durham
  Duke Univ. Lib.
  N. C. Coll. Lib.
  Woman's College, Duke Univ. Lib.
Elizabethtown—Elizabethtown H. S. Lib.
Elm City—Douglas H. S. Lib.
Greensboro—Womans Coll. Lib., Univ. of N. C.
Gastonia—Gastonia H. S. Lib.
Goldsboro—Goldsboro H. S. Lib.
Greenville
  E. Carolina Tchrs. Coll. Lib.
  Greenville H. S. Lib.
Hertford—Hertford H. S. Lib.
High Point
  High Point Jr. H. S. Lib.
  High Point Sr. H S. Lib.
Huntersville—Huntersville H. S. Lib.
Landis—Landis H. S. Lib.
Mooresville—Central H. S. Lib.
New Bern—New Bern H. S. Lib.
Raleigh—Morson H. S. Lib.
Salisbury—Boyden H. S. Lib.
Swannanoa—H. S. Lib.
Winton—C. S. Brown H. S. Lib.
Yanceyville—Caswell Co. Trng. Sch. Lib.

NORTH DAKOTA

Fargo
  N. D. Agri. Coll. Lib.
  Oak Grove Seminary Lib.
Grand Forks—Univ. of N. D. Lib.
Killdeer—Killdeer H. S. Lib.
Minot
  Jr.-Sr. H. S. Lib.
  State Tchrs. Coll. Lib.

Minot—State Tchrs. Coll. Lib.
Park River—Walsh Co. Agric. and Trng. Sch. Lib.
Stanton—Stanton Pub. Sch. Lib.
Wales—Wales Pub. Sch. Lib.

OHIO

Akron
Bierce Lib., Univ. of Akron
Old Trail Sch. Lib.
Athens—Ohio Univ. Lib.
Beallsville—Beallsville H. S. Lib.
Berea—Baldwin Wallace Coll. Lib.
Bowling Green—Bowling Green State Univ. Lib.
Carey—Carey H. S. Lib.
Cincinnati
Hughes H. S. Lib.
Professional Lib., Bd. of Educ.
Pub. Lib. of Cincinnati, Hamilton Co.
Univ. of Cincinnati Lib.
Xavier Univ. Lib.
Cleveland
Adult Sch. Lib.
Benedictine H. S. Lib.
Board of Educ. Lib.
Central Sr. H. S. Lib.
Pub. Lib.
St. Joseph Acad. Lib.
St. Peter H. S. Lib.
Ursuline Acad. Sacred Heart Lib.
West H. S. Lib.
Western Reserve Univ. Lib.
Columbus
Ohio State Univ. Lib.
South H. S. Lib.
Dayton
Albert Emanuel Lib., Univ. of Dayton
Kiser H. S. Lib.
Delaware — Slocum Lib., Ohio Wesleyan Univ.
Elmore—Prof. Lib., Harris-Elmore Schs.
Findlay—Findlay Coll. Lib.
Lakewood
Lakewood Board of Educ. Lib.
St. Augustine Acad. Lib.
Lima—South H. S. Lib.
Oxford
McGuffey Sch. Lib., Miami Univ.
Miami Univ. Lib.
Philo—Philo H. S. Lib.
Portsmouth
Portsmouth H. S. Lib.
St. Mary H. S. Lib.
Scio—Prof. Lib., Local H. S.
Shaker Heights—Shaker Heights Jr. H. S. Lib.
Springfield—Springfield H. S. Lib.
Steubenville—Catholic Cent. H. S. Lib.
Toledo—Univ. of Toledo Lib.
Wilberforce — Lib., Jr. High Laboratory Sch., Coll. of Educ. and Industrial Arts
Youngstown—South H. S. Lib.

OKLAHOMA

Ada—Casper Duffer Lib., East Cent. State Coll.
Chickasha—Chickasha H. S. Lib.
Guthrie—Guthrie H. S. Lib.
Muskogee—Alice Robertson Jr. H. S. Lib.
Nowata—Lincoln H. S. Lib.
Okemah—Okemah H. S. Lib.
Oklahoma City
Douglas H. S. Lib.
Harding Jr. H. S. Lib.
Teaching Aid Center Curric. Lib., 223 E. 3rd St.
Stillwater—Okla. A & M Coll. Lib.
Tahlequah—Northeastern State Coll. Lib.
Tulsa
Tchrs. Professional Lib., Board of Educ. Bldg.
Univ. of Tulsa Lib.

OREGON

Coos Bay—Coos River H. S. Lib.
Corvallis
Corvallis City Schs. Professional Lib.
Oregon State Coll. Lib.
Eugene—Univ. of Oregon Lib., Serials Div.
Klamath Falls—Klamath Union H. S. Lib.
La Grande—Eastern Oregon Coll. of Educ. Lib.
Marylhurst—Marylhurst Coll. Educ. Lib.
Medford—Sch. Dist. 49, Lib., City Hall
Portland
Curric. Lib., Dist. 1, Admin. Bldg., 631 N.E. Clackamas
Guidance Dept., 220 N.E. Beech St.
Lib. Assn. of Portland, 801 S.W. 10th Ave.
Reed Inst. Lib.
St. Helen's Hall Lib.
Salem
State Dept. of Educ. Lib.
Willamette Univ. Lib.
Tillamook—Tillamook Sr. H. S. Lib.

PENNSYLVANIA

Allentown—Curric. Lib., 31 S. Penn St.
Altoona—Altoona Sr. H. S. Lib.
Beaver Falls — McCartney Lib., Geneva Coll.
Bethlehem—Lehigh Univ. Lib.
Bloomsburg — Bloomsburg State Tchrs. Coll. Lib.
Brackenridge—Har-Brack Union H. S. Lib.
Clarion—Clarion State Tchrs. Coll. Lib.
East Stroudsburg—State Tchrs. Coll. Lib.
Edinboro—Edinboro State Tchrs. Coll. Lib.
Easton—Lafayette Coll. Lib.
Erie
Acad. H. S. Lib.
Educ. Div., Pub. Lib.
Library, 29th and State St.
Sch. Dist. of Erie, Supt. Off., 6th and French Sts.
Villa Maria Acad. Lib.

Etna—Etna H. S. Lib.
Gettysburg—Gettysburg Coll. Lib.
Indiana—Indiana State Tchrs. Coll. Lib.
Kutztown — Kutztown State Tchrs. Coll. Lib.
Lebanon — Lebanon Co. Schs. Lib., 910 Cumberland St.
Lock Haven—Lock Haven State Tchrs. Coll. Lib.
Mansfield—State Tchrs. Coll. Lib.
New Wilmington—McGill Lib., Westminster Coll.
Philadelphia
Div. of Pupil Personnel and Counseling, 21st and the Parkway
Drexel Inst. of Tech. Lib.
Friends Central Sch. Lib.
Girard Coll. Lib., Sec. Educ. Div.
La Salle Coll. Lib.
Pedagogical Lib., 21st and Parkway
St. Mary's Acad. Lib.
Univ. of Pa. Lib., Acquisiitons Dept.
Pittsburgh
Lib., Admin. Bldg., 160 Admin. Bldg.
Carnegie Lib. of Pitsburgh, Periodical Room
Mt. Lebanon Twp. Sr. H. S. Lib.
St. Benedict's Acad. Lib.
Univ. of Pittsburgh Lib., Acquisitions Dept.
Scranton
Marywood Coll. Lib.
Univ. of Scranton Lib., Graduate Educ. Program
Shippensburg—State Tchrs. Coll. Lib.
Slippery Rock—State Tchrs. Coll. Lib.
State College—Pa. State Coll. Lib., Serials Dept.
West Chester—Francis Harvey Green Lib., State Tchrs. Coll.
West Lawn—Wilson H. S. Lib.

RHODE ISLAND

Kingston—R. I. State Coll. Lib.
Providence
Brown Univ. Lib.
Nathan Bishop Jr. H. S. Lib.
Professional Lib., Curric. Research, 20 Summer St.
Providence Pub. Lib., Periodical Lib.
R. I. Coll. of Educ. Lib.
Woonsocket—St. Clare H. S. Lib.

SOUTH CAROLINA

Aiken—Prof. Lib.
Anderson—Prof. Lib.
Cayce—Brookland-Cayce H. S. Lib.
Charleston—Porter Milit. Acad. Lib.
Cheraw—Coulter Mem. Acad. Lib.
Clover—Prof. Lib.
Columbia—Professional Lib., City Pub. Schs., 1311 Marion St.
Darlington—Mayo H. S. Lib.
Due West—Erskine Coll. Lib.
Easley—Easley H. S. Lib.
Florence—Florence Jr. H. S. Lib.
Greenville
Greenville Jr. H. S. Lib.
Furman Univ. Lib.
Lockhart—Lockhart H. S. Lib.
Orangeburg—State A and M Coll. Lib.
Rock Hill—Carnegie Lib., Winthrop Coll.

SOUTH DAKOTA

Aberdeen—Northern State Tchrs. Coll. Lib.
Brookings—S. Dak. State Coll. Lib.
Gregory—Gregory H. S. Lib.
Huron—Huron Coll. Lib.
Madison—Prof. Lib.
Spearfish—Black Hills Tchrs. Coll. Lib.
Vermillion—Univ. S. Dak. Lib.
Webster—Webster H. S. Lib.

TENNESSEE

Blountville—Blountville H. S. Lib.
Brighton—Brighton H. S. Lib.
Chattanooga
Baylor Sch. Lib.
Cent. H. S. Lib.
Chattanooga Valley H. S. Lib.
Clarksville—Clarksville H. S. Lib.
Covington—Byars-Hall H. S. Lib.
Crossville—Cumberland Co. H. S. Lib.
Decaturville—Decaturville H. S. Lib.
Elizabethton—Elizabethton H. S. Lib.
Greeneville—Greeneville H. S. Lib.
Hixson—Hixson H. S. Lib.
Joelton—Joelton H. S. Lib.
Johnson City—East Tenn. State Coll. Lib.
Livingston—Livingston Acad. Lib.
Memphis
Humes H. S. Lib.
Memphis State Coll. Lib.
Sacred Heart H. S. Lib.
Milligan College—Milligan Coll. Lib.
Murfreesboro—Middle Tenn. State Coll. Lib.
Nashville
A. & I. State Coll. Lib.
Cohn H. S. Lib.
David Lipscomb Coll. Lib.
Fisk Univ. Lib.
George Peabody Coll. for Tchrs. Lib.
North Chattanooga—Red Bank H. S. Lib.
Oak Ridge
Professional Lib., Admin. Bldg. Anderson Co. Sch.
Jefferson H. S. Lib.
Oneida—Oneida H. S. Lib.
Paris—Grove H. S. Lib.
Watertown—Watertown H. S. Lib.
Wincheseter—Townsend Trng. Sch. Lib.

TEXAS

Abilene—Hardin-Simmons Univ. Lib.
Alvin—Alvin Jr. H. S. Lib.
Amarillo—Price Coll. Lib.
Austin.
Ext. Treaching Centers Lib., Univ. of Texas.

Univ. of Texas Lib.
Breckenridge—Breckenridge H. S. Lib.
Brownsville—Brownsville H. S. Lib.
Canadian—Canadian H. S. Lib.
Canyon—West Texas State Tchrs. Coll. Lib.
Cleveland—Cleveland H. S. Lib.
Corpus Christi
North Side Jr. H. S. Lib.
Ray Sr. H. S. Lib.
Crosbyton—Crosbyton H. S. Lib.
Dallas—Southern Methodist Univ. Lib
Del Rio—San Felipe H. S. Lib.
Denton—North Texas State Tchrs. Col. Lib.
El Paso
Austin Sr. H. S. Lib.
El Paso H. S. Lib.
El Paso Tech. Inst. Lib.
Texas Western Coll. Lib.
Fort Stockton—Fort Stockton H. S. Lib.
Fort Worth
Carter Riverside H. S. Lib.
I. M. Terrell H. S. Lib.
Texas Christian Univ. Lib.
Freeport—Lake Jackson Jr. H. S. Lib.
Galveston—Austin Jr. H. S. Lib.
Garland—Garland H. S. Lib.
Gladewater—Gladewater Sr. H. S. Lib.
Grand Prairie—Grand Prairie Sr. H. S. Lib.
Grapevine—Grapevine H. S. Lib.
Greggton—Pine Tree Sch. Lib.
Harlingen—Gay Jr. H. S. Lib.
Hearne—Hearne Sr. H. S. Lib.
Houston
Professional Lib., 1500 Louisiana St.
Incarnate Word Acad. Lib.
Texas State Univ. for Negroes Lib.
Univ. of Houston Lib.
Huntsville — Sam Houston State Tchrs. Coll. Lib.
Irving—Irving H. S. Lib.
Kerrville—Tivy H. S. Lib.
Kingsville—Texas Coll. of Arts and Industry Lib.
Lubbock
Hutchinson Jr. H. S. Lib.
Texas Tech. Coll. Lib.
Mexia—Woodland H. S. Lib.
Nacodoches — Stephen F. Austin State Tchrs. Coll. Lib.
Pampa—Pampa Sr. H. S. Lib.
Raymondville—Raymondville Jr. H. S. Lib.
Rule—Rule H. S. Lib.
San Antonio
Cent. Catholic H. S. Faculty Lib.
South San Antonio H. S. Lib.
San Marcos — Southwest Texas State Tchrs. Coll. Lib.
Smithville—Smithville Colored H. S. Lib.
Stinnett—Stinnett H. S. Lib.
Texarkana—Dunbar H. S. Lib.
Thorndale—Thorndale H. S. Lib.
Tyler—Scott H. S. Lib.
Waco—Baylor Univ. Lib.

UTAH

Huntington—Emory Co. Sch. Lib.
Logan—State Agric. Coll. Lib.
Monroe—South Sevier H. S. Lib.
Provo
Brigham Young H. S. Lib.
Brigham Young Univ. Lib.
Salt Lake City
Board of Educ. Lib., 440 E. 1st S.
Univ. of Utah Lib.
Smithfield—Smithfield Jr. H. S. Lib.

VERMONT

Burlington—Univ. of Vt. Lib.
Middlebury—Middlebury Coll. Lib.
Winooski Park—St. Michael's Coll. Lib.

VIRGINIA

Abington—Bethel H. S. Lib., Rt. 1
Alexandria—George Washington H. S. Lib.
Cambria—Christiansburg Inst. Lib.
Charlottesville—Univ. of Va. Lib.
Fairfax—Fairfax Co. Sch. Board Lib.
Farmville
Longwood Coll. Lib.
Moton H. S. Lib.
Fork Union—Fork Union Milit. Acad. Lib.
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News Notes

BOYS AND GIRLS WEEK.—In past years the annual observance of Boys and Girls Week has been under the sponsorship of the Boys and Girls Week Advisory Committee for the United States. This year Rotary International is now preparing Boys and Girls Week program material for distribution. Rotary clubs are encouraged to continue the promotion of this activity in co-operation with other community groups.

Complete information may be secured from the local Rotary club. April 28 to May 5, 1951, has been set aside as National Boys and Girls Week. The theme is "Looking Forward with Youth." The purpose of the week is to draw public attention to the potentialities and problems of youth, emphasizing home, church, and school in the development of boys and girls; to give impetus to year-round programs, character-building and citizenship; and to acquaint the public with the youth programs of the community which are serving these purposes.

GEOGRAPHIC DISTRIBUTION OF COLLEGE STUDENTS.—The U. S. Office of Education, Washington, D. C., has recently released a 4-page pamphlet reporting a study of the residence and migration of college students during the school year 1949-50. Among interesting statistics shown is one fact that 80 per cent of all college students attend institutions located in their own states, while 20 per cent migrate to out-of-state institutions. The percentage of students who migrate to other states to attend college ranges from 55.8 per cent in New Jersey to 7.2 per cent in California. Students who were residents of California, Texas, and Utah tended to migrate out of state the least, while those from New Jersey, Nevada, Connecticut, and Delaware tended to migrate the most. New York, California, Texas, Illinois, Ohio, and Pennsylvania enroll, in descending order, the largest number of students, while Nevada, Delaware, Wyoming, Vermont, and New Hampshire, in increasing order, enroll the smallest number of students.

A NEW APPROACH TO REPORT CARDS.—In the Durham, North Carolina, schools, when report-card time comes around, students have an opportunity to discuss their grades with each teacher. They are given blank report cards at the beginning of the day to take with them to all classes. Student-directed activities are organized so that the teacher is free for individual conferences with students. A conference corner is set up to provide for privacy. The teacher enters the student's grade on his card, discusses it with him, and adds, on the back of the card, any comments that would be helpful to his parents. Each marking period, the student is given a new card—a "clean slate."

Superintendent W. M. Jenkins reports that students feel this method gives them an opportunity to participate in the evaluation process and to get a better idea of how they are graded.—*Guidance Newsletter*, Science Research Associates.

EXPANDING SERVICES OF THE SAVE THE CHILDREN FEDERATION.—The Save the Children Federation, a nonprofit, nonsectarian organization established in 1932, is expanding its services to underprivileged children at home and abroad. It has pledged 100,000 pounds of warm clothing for the children of Korea and their families. This material when collected and processed will be shipped by the U. S. Government and distributed by the United Nations Unified Command. The Federation

has also developed a series of sponsorships which offer organizations, schools, classes, and clubs an opportunity to give direct aid to needy children in underprivileged areas in this country and in foreign lands. Examples of these sponsorships are:

1. A School Sponsorship of $72 a year helps to provide a backward rural school in the United States with such items as school lunches, desks, recreational equipment, story books, drinking fountains, pencils and paper, record machines, records, and many other aids for school and child development.
2. A Child Sponsorship of $60 a year provides an underprivileged child in the United States an outfit of clothing, a pair of shoes, and a cash allowance to provide such items as lunches, school supplies, eye-glasses, and other health services.
3. A European School Sponsorship of $150 a year provides 180 lbs. of warm, cleaned, wearable children's clothing; 30 pairs of good used shoes, graded according to sexes and ages of children in the school; school supplies—paper, pencils, composition books, and a gift for the teacher.
4. A European Child Sponsorship of $96 a year provides a complete outfit of warm clothing including a sturdy pair of shoes and a woolen coat; and bi-monthly packages of food, blankets, cotton or woolen yard goods, knitting wool, and sometimes cash, depending on the need.
5. American Indian Sponsorships are available similar to those described in items 1 and 2 above.
6. A Baby Sponsorship of $48 a year brings to babies of rural sections of this country and in war-depleted countries abroad, at birth, a complete layette.
7. Layettes—A complete layette can be provided for $10 and delivered to a needy baby in rural America, the Indian Reservation, or Austria, France, Germany, Greece, or Italy.
8. Clothing for Family

These sponsorships serve as excellent service projects for schools, classes, or clubs desiring practical experience in philanthropic activities and international cooperation. They are especially well fitted for graduating classes which have extra funds for distribution at commencement time. Further information regarding these sponsorships may be received by writing the Save the Children Federation, 80 Eighth Avenue, New York 11, New York.

HOW ENERGETIC IS THE PUBLIC IN SUPPORT OF ITS SCHOOL.—Last December the Board of Education in Passaic presented to the voters of the city a referendum to consider a high-school construction program. The fact that the program was defeated was not so alarming, but the fact that, out of 28,064 registered voters, only 7636 voted. This apathy on the part of citizens of the U.S.A. toward the problems of education approaches an alarming stage. All citizens should be interested in the education of our youth—the bulwark of our Democracy.

MASTERS THESES.—Indiana State Teachers College of Terre Haute, Indiana, has among its Masters theses recently completed by students in the college a number of interest to secondary-school principals. These in unpublished form include: "A Study of Guidance Programs in the Secondary Schools in Indiana," June, 1950 (No. 674); "A Follow-up Study of the Montezuma High School from 1930 to 1940," June, 1950

(No. 667); and "A Follow-up Study of the Graduates of Mecca High School from 1930 to 1949," August, 1950.

1951 EDITION OF NEA TOURS BOOKLET AVAILABLE.—The 1951 edition of the NEA Tours Booklet describing tours to twelve areas and countries including Europe, Central America, Mexico, Hawaii, Cuba, and various parts of the United States and Canada is now available. Complimentary copies are available by writing to the Division of Travel Service, NEA, 1201 16th St., N. W., Washington 6, D. C.

NEW FILMS ON DRIVER EDUCATION.—General Motors has produced a new series of driver education films to help meet this need. Planned in accordance with specifications developed by the National Conference on High School Driver Education in 1949, these films are especially designed for classroom use. They are a valuable supplement to other instruction methods, adding clarity and interest by bringing into the classroom situations which are otherwise difficult or impossible to provide. The series includes three motion and twelve slide films. It covers all important points involved in operating an automobile. Each film is an instruction unit which provides specific, thorough coverage of a single topic. This assures easy and effective integration of the series into any course plan. General areas of instruction covered include driver qualifications, functioning and care of the automobile, basic driving techniques, and advanced driving skills. The films were planned and produced by General Motors with the counsel of the National Commission on Safety Education of the National Education Association. A special committee of teachers, school administrators, and specialists on audio-visual instruction materials provided counsel on all phases of the project. Technical guidance was also furnished by leading automotive and traffic control authorities.

Motion pictures are 16-mm., black-and-white, sound films, with running times ranging from 11 to 17 minutes. Slide films are 35-mm., black-and-white, silent films, averaging about sixty frames each. An instructor's manual containing a description of each of the films and suggestions on presentation methods is supplied with the series. The films may be purchased for $69.75 for the complete series. This represents only the cost of prints, as General Motors has underwritten all production costs. Orders should be submitted to General Motors Photographic, General Motors Building, Detroit 2, Michigan. Those wishing to preview the films should communicate with their state education department. General Motors has donated a set of the films to this department in each of the states.

TO ALL FORTUNE SUBSCRIBERS.—Last September, 1950, *Fortune* published the first of a series of articles on Communication entitled "Is Anybody Listening?" The article analyzed the difficulty of American business in articulating for the Americans what has been described by so many names—the American Way, the Enterprise System, Democratic Capitalism, *etc.* Following up on its program of special articles, *Fortune* editors have devoted the entire February, 1951, issue to "USA: The Permanent Revolution." In more than a hundred pages of editorial material, the editors have tried, without shouting or arm-waving, to make simple, clear, and yet exciting, this wonderful thing which so many of us know and feel, but which so few of us have ever been able to speak—America. Here is really not an issue of a magazine, but a book, coming on *Fortune*'s twenty-first anniversary. Copies of this particular issue may be secured for $1.25 each from Time, Inc., 9 Rockefeller Plaza, New York 20, New York.

RURAL EDUCATION DEPARTMENT PLANS YEARBOOKS THROUGH 1955.—The 1950 Yearbook of the NEA Department of Rural Education, entitled *The County Superintendent of Schools in the United States,* is now ready for distribution. Shirley Cooper, assistant secretary of the American Association of School Administrators, edited the publication. At a recent meeting the Committee on Publications and Constructive Studies of the Department of Rural Education made plans for their yearbooks throughout the next five years. The title of the 1951 yearbook will be *Child Development in the Rural Environment,* while the 1952 yearbook will be on the subject of school transportation. A series of yearbooks on the rural community school is planned for the years 1953-1955.

A RATING SCALE FOR TEACHERS.—The January, 1951, issue (pages 8-10) of *The Massachusetts Teacher* contains a form entitled "A Rating Scale for Teachers." This scale has been prepared by the Professional Standards Committee of the Massachusetts Teachers Federation. The scale is divided into six parts: Personal Qualities (12 items), Professional Preparation (15 items), Professional Attitudes (7 items), Supervisory Skills (24 items), Relations with Others (20 items), and School Management (34 items). Copies of the issue of The *Massachusetts Teacher* containing the scale may be secured for 15 cents each from The Massachusetts Teacher, 14 Beacon Street, Boston 8, Massachusetts.

FIRE SAFETY BULLETIN.—*Fire Safety: For Junior High Schools* is now available from the National Commission on Safety Education of the National Education Association, 1201 16th St., N. W., Washington 6, D. C. It can be obtained at 50 cents per copy and at regular NEA discount rates for quantity orders. An unusual amount of interest and enthusiasm have marked the reception of the first two bulletins in this series.

PHONOGRAPH RECORDS.—The Britam Agencies, Inc., 245 Fifth Avenue, New York 16, New York, announces the completion of the first four books in a limited edition of splendid new recordings of Immortal Lyrics (27 representative poems), Narrative Poetry (16 representative poems), Shakespearian Dramatic Poetry (17 quotations from 9 of his plays), and Lyric Poetry (28 representative poems). Recorded and made in the very cradle of English Literature, these masterworks are an indispensable addition to your permanent library. "The London Library of Recorded English" is comprised of sixty double-sided records in its initial program and is so planned as to admit indefinite further extension. The first four books—24 records—are now ready. In their selections the editors have sought carefully to choose poems and passages which reflect the different moods and aspects of English Literature; and since they feel that no poetry can be fully understood until it has been heard, they have taken great pains to match each poem with the speaker best suited to present it. All the speakers interpreting these first four books are internationally known as readers of poetry. Each book consists of six two-sided 12" unbreakable records—a total of four books of 24 records. These records were cut with high fidelity equipment and manufactured by the most modern process. The surface insures extraordinary clarity—and yields all the full rich color of the voices. Artistically and mechanically, they are the finest that can be made. The price of the recordings is $21 (plus 10% Federal excise tax) for a book of six records, postpaid. The special price for the four books—24 records—is $75 (plus 10% Federal excise tax) postpaid.

The poems featured are by William Shakespeare, William Blake, William Wordsworth, Walter De La Mare, John Keats, Thomas Love Peacock, Ralph Hodgson, A. E. Housman, Thomas Hardy, Alice Meynell, W. H. Davies, John Milton, Edward Thomas, Lord Tennyson, Sir Walter Scott, Oliver Goldsmith, Robert Browning, W. J. Turner, Robert Herrick, Robert Frost, Thomas Campion, Samuel Taylor Coleridge, D. H. Lawrence, Violet Jacob, John Clare, W. B. Yeats, William Morris, James Stephens, Edmund Blunden, James Shirley, Gerard Manley Hopkins, Robert Burns, Hilaire Belloc, John Masefield.

CHIEF STATE SCHOOL OFFICERS URGE HIGH PRIORITY FOR SCHOOL MATERIAL.—Among the resolutions adopted at the annual meeting of the National Council of Chief State School Officers in Washington, D. C., are: that Congress immediately pass a general Federal aid bill in support of state efforts to meet the overwhelming education task now faced by the public elementary and secondary schools; that the large number of emergency teaching certificates be withdrawn at the earliest possible date; that allotments of materials for school use be given high priority after military needs are met; that careful consideration be given to the development of a manpower policy which will insure the continued strength of the educational system.

APPRENTICESHIP.—What apprenticeship is, the trades and industries in which there are the greatest opportunities for young men who qualify for this all-round training are explained in a four-page review, reprinted from *Occupational Trends*, copies of which may be obtained free of charge from the U. S. Labor Department's Bureau of Apprenticeship, Washington 25, D. C. Also explained are the qualifications necessary to be accepted as an apprentice and where to apply; the difference between apprentice training for all-round work in a skilled trade and training for jobs requiring only limited skill; and the importance of apprenticeship in the development of skilled manpower in defense production plants.

LAST CHANCE FOR VETERANS.—Veterans not in training before July 25, 1951, will not be eligible for educational benefits under the G. I. Bill of Rights. To qualify, those who have not already made application for educational benefits should do so at once and register during the spring semester. "A veteran, otherwise eligible, must have commenced and actually be pursuing his course of education or training on July 25, 1951 . . . except where his attendance is interrupted because of the normal interruptions for summer vacations, or other reasons beyond the control of the veteran." The above is taken from paragraph 10035, Veterans' Administration regulations, dated April 1, 1950, and covers those who have already entered training, as well as those who have not. If a veteran in training in the fall semester is not in training in the spring, or if he enters training in the spring and discontinues training during the semester, he is ineligible for further benefits, according to this regulation.

PORTER SARGENT HANDBOOK.—The new edition of the famous book on private schools, known as the *Porter Sargent Handbook*, will soon be off the press. Copies may be secured from Porter Sargent, 11 Beacon Street, Boston, Massachusetts, at $8.00 per copy. Another book, *Extending Horizons*, by Porter Sargent is now available at $2.00 per copy. This book is a compendium of critical studies on contemporary subjects of great diversification, supported by quotations from a really impressive array of pertinent books written by scholars or authorities in their fields.

UNESCO PLANS $20,000,000 EDUCATION PROGRAM.—Plans for the creation of a network of fundamental education centers, to cost $20,000,000 over a period of 12

years, have been approved by the Executive Board of the United Nations Educational, Scientific, and Cultural Organization — according to an announcement made by the U. S. National Commission for UNESCO. The plan, which would be financed by private and government funds outside UNESCO's regular budget, will be submitted to the Organization's General Conference for final approval next summer.

The plan is part of a worldwide drive against illiteracy and low living standards. It calls for the establishment of a network of six regional centers in five of the areas of the world where UNESCO's member states are seeking help in their efforts to eradicate illiteracy. These centers would be established in Equatorial Africa, Latin America, the Far East, India, and the Middle East. For the benefit of the countries of each region, they would carry out: (1) research to determine the real needs of the area and experimentation into new methods and media of fundamental education suited to these needs; (2) training in each center of 100 specialists, teachers, and field workers for a year, or a total of 5,400 specialists in the six centers by the end of 12 years; (3) production of locally adapted teaching materials, including literacy texts, reading matter, guides to teachers and field workers, filmstrips and films, and radio recordings; and (4) mobile missions of experts to go into the field to help local governments to apply techniques involved, and the materials produced, to their literary campaigns. The centers have been conceived not merely as training schools or production units but as nuclei of experimentation. A large proportion of the 5,400 specialists trained in fundamental education methods at the end of 12 years would return to their countries in teams to establish national or local training centers.

ADULT EDUCATORS TO ORGANIZE NEW NATIONAL ASSOCIATION.—A new national association for professional and nonprofessional workers in the field of adult education will be founded at a conference of adult educators meeting in Columbus, Ohio, May 9-11. The new association is expected to bring together the memberships of the two existing adult education organizations and many adult educators not affiliated with either organization. In outlining the program of the new association, Leland P. Bradford, Executive Secretary of the Department of Adult Education of the National Education Association, and Herbert C. Hunsaker, of Cleveland, Acting Director, American Association for Adult Education and Dean of Cleveland College, Western Reserve University, state that plans call for the rapid development of consultation and field services, advanced in-service education and a professional publications program. The organization's activities will be geared to the changing needs of the social scene and the emerging professional needs of its membership. Plans for the development of a single adult education association were begun more than a year ago and were approved at the 1950 membership meetings of the AAAE and the NEA Department of Adult Education. The first national conference of the new association is scheduled to be held in Los Angeles, October 22-25, according to the announcement.

HOMEMAKERS CLUBS.—North Carolina girls enrolled in homemaking courses have formed two state associations — one for white students and one for Negroes — to promote and enhance the state high-school homemaking program. In 1949-50, these two organizations, the Future Homemakers of America (white) and the New Homemakers of America (Negro), included 472 chapters (372 FHA; 111 NHA) with a total membership of 17,299 girls, 14,266 white and 3,033 Negro. Although stated in different language, the objectives of the two organizations are identical: the develop-

ment of social qualities, the provision of wholesome recreation, and the promotion of better home life among club members. — *North Carolina Public School Bulletin.*

PAN AMERICAN MATERIALS. — The Pan American Union, Washington 6, D. C., announces it has for free distribution a resource unit on Mexico and a small poster on Brazil, with two pictures and two pages of text. The Mexico unit is useful on both elementary and secondary levels, but the Brazil poster is not adapted to use below the fifth grade. Teachers requesting these publications are asked to state the name of their school and their grade or subject. Material for Pan American Day, April 14, will be ready by March 1.

EDUCATORS SEEK TV CHANNELS FROM FEDERAL COMMUNICATIONS COMMISSION. — Educators entered the second round of their battle in January to secure television channels for educational use. They presented a survey to the Federal Communications Commission showing what the educators consider a satisfactory allocation of channels from the educational institutions in a typical metropolitan area or education center.

To carry on the fight for a recognition of the rights of education, a Joint Committee on Education Television was created by seven national education organizations as follows: the National Education Association, American Council on Education, the Association of Land Grant Colleges and Universities, the National Association of State Universities, the National Council of Chief State School Officers, the Association for Education by Radio, and the National Association of Educational Broadcasters. Much additional support for the project was obtained from the U. S. Office of Education and the University of Chicago.

Educators are asking for a set-aside in both bands in which television is technically practicable — the very high frequency band in which television is now operating, and in the ultra-high frequency band considered by electronics engineers practical for broadcasting purposes after research and experiment. Approximately 500 channels are now available in the very high frequency band of the spectrum. Of these, 107 are now allocated, and there are numerous competing applicants for the remaining slots. A total of 62 witnesses from public schools, colleges, universities, and other educational organizations and institutions had testified when the FCC on December 8 declared a recess.

STUDY OF EMPLOYMENT POLICIES AND PRACTICES. — The policies and practices followed by both management and labor unions in the employment of Negroes in the South will be the subject of a new study sponsored by the Committee of the South of the National Planning Association. The investigation, based on case studies in selected southern cities and representative industries in the South, is expected to throw light on long-range efforts to secure more effective use of manpower. The report on procedures used by Southern industries in the employment of Negroes will be the first of its kind. It is made possible by a $30,000 grant by the Carnegie Corporation of New York to the NPA Committee of the South. The Committee is composed of fifty-six leaders in the South's agriculture, business, education, finance, government, industry, labor, press, and radio. The study will be supervised by Calvin B. Hoover, Director of Research of the Committee of the South and Chairman of the Department of Economics of Duke University at Durham, North Carolina.

PART-TIME WORK PROGRAM IN NEW YORK SCHOOLS. — More than 2,100 students were enrolled in the part-time work program of the New York City public

schools, which won orchids from school officials for its "holding power." More than 96 per cent of these worker-students completed the full school terms and received their diplomas. At a time when the problem of "drop-outs" is one of the major concerns of every high-school principal in the country, this record drew applause from Dr. William Jansen, New York City Public School Superintendent.

"A holding power of 96.6 per cent of the boys and girls involved is not only astonishing in itself, but it also points to co-operative education as one answer to demonstrated effectiveness for boys and girls who ordinarily would abandon their high-school course for full-time employment," said Doctor Jansen. Commenting on the high earnings for the year, Doctor Jansen said: "However helpful and gratifying they may be, the earnings our children take home are the least important benefit they derive from the co-operative program. The real values are to be found in the merging of general education in the schools with realistic vocational training on the job, and in the sustained interest in the entire high-school course and the determination to complete it, which co-operative education clearly inspires in its students."—*Boston Guidance News.*

AN INSTITUTE ON WORLD AFFAIRS.—The American University of Washington, D. C., with the co-operation of Civic Education Service of Washington, D. C., announces the 7th Annual Session of the Institute on the Position of the United States in World Affairs with a visit to U. N. Headquarters at Lake Success plus field trips and visits to points of historic interest. The session will be for six weeks, from June 18 to July 27, 1951. Students who fulfill the academic requirements of The American University may enroll for graduate credit. In order to be admitted, they must submit complete transcripts of their undergraduate work. Credits earned in this Institute may be applied toward Master's and Doctor's degrees. Six credits can be earned in six weeks. Write to the Director, The 1951 Session, The American University, Washington 16, D. C., for complete information.

IMPROVEMENT OF LIVING THROUGH THE SCHOOLS.—The Alfred P. Sloan Foundation, Inc., of New York has made a grant to the newly-formed nonprofit corporation, Applied Economics, Inc., for the publication of *Schools and Better Living,* a service publication for teachers. *Schools and Better Living* is the continuation of "Applied Economics for Better Living" which for the past four years has been distributed free to educators under the sponsorship of the American Association of Colleges for Teacher Education, as a part of the Project in Applied Economics. *Schools and Better Living* is designed as an aid to teachers who believe the school should find ways to relate its teaching to actual, existing community needs. The articles will be written by teachers for teachers and will describe in specific terms successful projects leading to the improvement of living through the schools. In other words, the articles will be concrete examples rather than abstract theory. In this way a teacher in Illinois can read about a project in Wisconsin or Texas, or somewhere else, and if it seems appropriate and promising, she can adapt that project to the needs of her own pupils and community.

The title has been changed from "Applied Economics" to *Schools and Better Living* because in its new form the periodical will cover civic and cultural improvement as well as economic improvement. The first issue is scheduled for March, 1951. A subscription is $2.50 per year of eight monthly issues. Address all inquiries to Schools and Better Living, Box 151, Winchester, Massachusetts.

A NEW BOYS' MAGAZINE.—An editor, an artist, and an advertising man have joined together to make possible the publication of an entirely new kind of magazine for boys to be called *Mark Trail*. It will appear first as a quarterly, with an initial "Spring Issue," going to a monthly just as soon as a few quarterly issues have clearly demonstrated its success. The new magazine will be based on editorial techniques of proven appeal to boys in the 9-17 year age group. The publishers confidently expect that before long hundreds of thousands of boys will eagerly devour each issue. In producing the magazine, *Mark Trail*, for boys of the age when they first start to read on their own until they graduate to the adult magazines, the editors will have two dominant themes—impressing youths with the American way of life, and the enjoyment and conservation of our out-of-doors. The format of *Mark Trail* is to be one of as much quality as possible without scaring off young readers. It will definitely not be a comic book type magazine. Probably as much as anything, the format will be a composite *Life, Saturday Evening Post,* and *Popular Mechanics,* with the younger audience slant throughout. It will be a snappy presentation with as much of the material held to pictures and captions as possible. There will be no runover with articles or fiction. Most important of all, while *Mark Trail* will have a definite juvenile appeal, there will be no "talking down" to boys. It will be their magazine presented on as intelligent a level as they can comprehend and find enjoyment in. The same authors, illustrators, and photographers who contribute to America's leading national magazines will contribute to it. For particulars, write to Mark Trail, 1109 Northwestern Bank Building, Minneapolis 2, Minnesota.

MENTAL HEALTH HANDBOOK.—Dr. R. M. Fink of the School-Health Coordinating Service, Raleigh, North Carolina, has prepared a looseleaf handbook on mental health in the schools. This handbook, "Developing Emotional Maturity," was distributed to supervisors at their state conferences. It contains specific suggestions for in-service education with teachers. It includes sections on Human Relations Films, Human Relations in the Classroom, Bibliographical Suggestions, Creative Activities, and Role-Playing.—*North Carolina Public School Bulletin.*

EDUCATIONAL TRENDS.—*Educational Trends* is issued as a supplement to the *Educator's Washington Dispatch* and is devoted to a topic of critical issue at the time. The November, 1950 (4 pages), issue, for example, was devoted to "Student Counseling During Mobilization." It presents helpful information to the counselor as to her duties, giving suggestions and aids as to how they may effectively be done. In addition, it discusses newer techniques, workshops, observations, demonstrations, and the counselor's library. Single copies of this issue may be secured from Educator's Washington Dispatch, New London, Connecticut, at 20 cents with discounts as follows: 5-24 copies, 5 per cent; 25-49 copies, 10 per cent; 50-99 copies, 15 per cent; 100 to 249 copies, 20 per cent; 250 or more copies, 30 per cent (plus postage).

CONVENTION ON EXCEPTIONAL CHILDREN.—The International Council for Exceptional Children will be held April 18-21 at the Hotel New Yorker, New York, New York. An attendance of 2000 or more is expected. Complete information may be secured by writing to Harley Z. Wooden, Executive Secretary, International Council for Exceptional Children, 1201 16th St., N. W., Washington 6, D. C.

FILM ON THE FELTBOARD IN TEACHING.—The Audio-Visual Materials Consultation Bureau of Wayne University announces the release of *The Feltboard in Teaching*, a one-reel, color, sound film dealing with the use of the feltboard for class-

room instruction. The film was produced for use in pre-service and in-service teacher training programs. It shows the feltboard medium in classroom use on different grade levels and in a variety of subject-matter areas. Also its use in extracurricular activities and its application in teaching the physically handicapped are illustrated. An instructor's guide accompanies the film which may be purchased or rented from the Audio-Visual Materials Consultation Bureau, Wayne University, Detroit 1, Michigan. Prints sell for $75; the rental charge is $3.00 per day.

NEW SAFETY FILMS.—*The Periodic Checkup,* produced by the U. S. Office of Education, is available on loan to schools from the American Automobile Association, Pennsylvania Ave. and 17th St., Washington 6, D. C. It is a 16-mm. sound film, composed of 2 reels (black and white), and takes 18 minutes to show. It may be rented from the University of Kansas, Lawrence, Kansas, and Kunz Motion Picture Service, 1319 Vine St., Philadelphia 7, Pa., and may be purchased for $30.01 from Kunz Motion Picture Service, 1319 Vine St., Philadelphia 7, Pa., and Castle Films, 1445 Park Ave., New York 22, New York. The film points out the perfection of operation of a new car and the gradual deterioration which takes place as the car grows older. It breaks the checkup down into the following general categories: Engine Tune-Up, Checking and Adjusting Brakes, Steering System, Chassis and Body. It shows the mechanic going over each of these categories step-by-step and covering the following points: Engine Tune-Up, Checking and Adjusting Brakes, Steering System, and Chassis and Body. *Around the Corner* is another film produced by Jam Handy Organization (1 reel, black and white, 10 min., 16 mm., sound). It may be secured from the American Automobile Association. The film gives an explanation of the differential and how it works. It opens with scenes of trick motorcycle riding, graphically demonstrating the fact that the wider the circle to be covered, the faster the outer wheels must turn to keep up with the inside wheels. It points out that early automobiles were built so that the rear wheels turned separately and shows why this method was discarded. When both wheels were connected to the engine, it became necessary to develop the differential to drive the rear wheels at different speeds. The principle behind the operation of the differential is shown as the mechanism is built up piece by piece in the film until we see the completed differential in actual operation. Some animation is used to explain the mechanical operation. The film is useful for driver training classes to explain how the differential works. The AAA also has *Accident Behavior,* (2 reels, black and white, 20 min., 16 mm., sound), another safety film available on loan. It may be purchased for $50 from Progressive Pictures, 6351 Thornhill Dr., Oakland 11, Calif. One out of every four persons will be involved in an automobile accident in the coming four years. One out of every two children born today will be in an accident before they reach their life span. With these arresting statistics as a background, *Accident Behavior* proceeds to show the correct practices to follow in case of accidents. The film would be extremely valuable for any adult group of drivers and can also be used in high-school driver training classes.

SCHOOL CENTENNIALS OFFER EXCELLENT PROMOTION.—The 100th, 175th, or whatever anniversary of your school system which may be coming up affords a major public relations opportunity and should be planned far ahead for maximum benefits. Excellent tie-ins include a special edition of the local newspaper. A four-section special centennial edition of the Council Grove, Kansas, *Republican* heralded the 100th anniversary of the school system there.—*Trends.*

A STATE COUNCIL OF TEACHERS OF ENGLISH.—The New York State English Council recently released the first issue of its publication *News-Letter.* It is an 8-page mimeographed pamphlet and covers significant areas of the teaching of English. The Council publishing this magazine is a growing organization of more than 1,000 members. The objectives of the Council are: (1) To develop an understanding of the problems that confront the English teachers of New York State at all levels: elementary, secondary, collegiate; (2) To provide unity of action in the solution of our common problems; (3) To promote discussion and study on a local, regional, and state-wide basis, with the intention of increasing the understanding of the best practices in English teaching; and (4) To strengthen the English program in New York State so that the needs of our students may be met most effectively. The Council will hold its second annual conference on May 4-5, 1951, at the Hotel Syracuse, Syracuse, New York. The guest speaker will be Professor Dora V. Smith, Director of the Commission on the English Curriculum of the National Council of Teachers of English.

STUDENTS SEE CLASSIC IN MOVIE.—*Cyrnao de Bergerac,* Stanley Kramer's film version for United Artists of the Rostand classic, has become the third film in movie history to win a Board of Education endorsement which carried with it special permission for students to be excused from classes to attend weekday performances. The endorsement was made by Dr. David H. Moskowitz, Assistant Superintendent of High Schools of New York City. Only two other films, adaptations of Shakespeare's "Henry V" and "Hamlet," have been accorded similar recognition by New York City educational authorities. Simultaneous with Dr. Moskowitz's announcement, the Stanley Kramer organization and the Bijou Theater, in response to numerous requests from teachers and students in the Greater New York area, made available to them special school discount rates of 20 per cent for 2:30 matinees, Monday through Friday.

GUIDES TO GOOD SUPERVISION.—The following statements have been accepted by the N. C. State home economics supervisory staff as some basic assumptions in effective supervision:

1. Supervision should help teachers evaluate their own program and plan for direction.
2. The supervisor is a co-worker in the joint effort for the improvement of instruction.
3. Supervision is a democratic procedure in which the teacher and the supervisor work together on problems with which the teacher is concerned.
4. Supervision should help to interpret the homemaking program to administrators and others.
5. A supervisor has a responsibility for understanding each teaching situation with which she is working.
6. The supervisor's responsibility is to work co-operatively with the teacher, the school, and the community on the solution of problems which make a contribution to better family living.
7. Effective supervision gives recognition to accomplishments of the teacher and contributes to her sense of security and satisfaction.
8. All supervision should be directed toward the continuous growth and development of the individual (pupil and teacher).
9. A supervisor has a responsibility for her own continuous growth and development.

10. In an effective program of supervision, both the teacher and the administrators understand the types of services the supervisor is prepared to give.

FROM A DIRECTOR OF A LIBRARY SCHOOL REPORT.—We find that there is too little information provided by guidance counselors in high schools and in colleges as well as in the publications from state education departments to give an adequate and convincing picture of the many fine openings for qualified young people in librarianship . . . The profession still suffers from the old conception of library service gained through narrow acquaintance with poorly supported libraries managed by untrained personnel. Although the personnel standards have been raised and certification requirements put into effect both in school and public libraries, there are not enough qualified people to fill the positions with the resultant outmoded services persisting in scattered areas throughout the state. Recruiting of promising young people is thus rendered more difficult because of the few opportunities for them to realize the potentialities of the profession.—*Information Bulletin*, The Library of Congress, Vol. 10, No. 1.

ART AND THE SCHOOL ADMINISTRATOR.—Art education to the school administrator is one of the many facts in the learning experiences of the child. The administrator gives leadership to curriculum development that is well-rounded and meaningful. He does not consider art as subject matter but as one of the several learnings which contribute to the growth and development of the child. As the school administrator sees it, art education must justify itself in terms of its broad educational value. It is at this point that art educators may find themselves on the defensive unless they can see art as experience rather than the mastery of skills and subject matter.

OUR SCHOOLS.—If the last war taught us anything, it is that our public schools are the greatest single stabilizing force in American life. They are of vital importance not only to the pupils but also to their families and the whole community. Wherever during the last war the school systems were weak, social turmoil prevailed. Wherever there was a semblance of orderliness in the social structure, it was due chiefly to the fact that the public school administrators made their buildings the focus of a community-wide program for health, education, recreation, and nursery schools, by coordinating the efforts of all the local voluntary and public agencies. They were open from six in the morning, when the working mothers going to the day-shift left their children, until ten in the evening, when the parents returned from the second shift. Such schools played an important part not only in furthering the war production program but also in preserving moral standards, family life, and cultural continuity.—*Citizens and Their Schools*, January, 1951.

U. S. COMMISSIONER McGRATH URGES FEDERAL AID FOR SCHOOL CONSTRUCTION.—"This nation faces an unprecedented situation today which demands total marshalling of all military and non-military resources for full strength," Earl James McGrath, U. S. Commissioner of Education, warned at a recent national conference in Washington on Federal Aid to Education, called by the National Education Association. "There must be no moratorium on basic essentials," the commissioner said "Military strength is one essential; but it is only one. In terms of the final values we wish to defend and promote, it would make little difference whether democracy were destroyed by conquest, by infiltration, or by losing its own character. An effective national policy for the long pull will be one which assures necessary military strength and at the same time assures the continuance of the basic necessities of non-

military services such as education, health, research, social services, and the production of essential civilian goods."

FORGOTTEN CHILDREN?—A total of 3,158,000 children between the ages of 5 and 17 are not in school. One out of every five youths of high-school age is not in the classroom. Children in rural areas are more likely to miss out on schooling than others, but the largest toll is among the children of migratory workers. Nearly half of the 5-year-old population is not in school since school attendance is not required and kindergartens are frequently not available.

EXAMINATION DATES FOR 1951-52.—Examination dates for the College Entrance Examinations were chosen on the basis of a poll of college and secondary-school administrators and teachers throughout the country. There was surprising agreement among colleges and schools, teachers and administrators. The dates chosen are: March 10, 1951; May 19, 1951; August 15, 1951; December 1, 1951; January 12, 1952; March 15, 1952; May 17, 1952; and August 13, 1952.

YOUTH FORUM ON THE AIR.—Students from Phoenix Union High Schools and Phoenix College are co-operating with KRUX, a local radio station, in the production of a weekly Youth Forum. Some excellent programs have been held, and the station reports a very favorable response. This program is broadcast each Wednesday at 7:00 P. M.

DROPOUTS.—Some alarming figures concerning high-school dropouts are forthcoming from New York State. New York Education Department figures show that an average of only 50 per cent of the high-school students finish their courses. The holding power of the schools varies from 90 per cent in some communities to 30 per cent in others. The New York Board of Regents has been instructed to look into the situation.—*School Management*, October, 1950.

TRAINING IN GROUP DEVELOPMENT.—The fifth summer session of the National Training Laboratory in Group Development will be held this summer at Gould Academy, Bethel, Maine. Two sessions will be held; the first from June 17-July 6, 1951, and the second, July 15-August 3, 1951. About 80 applicants will be accepted for each of the two sessions. Persons involved in problems of working with groups in a training, consultant, or leadership capacity are eligible to apply. Criteria for selection will include occupation and geographic area, and potential usefulnes of the training to the trainee. Agencies, institutions, organizations, and school systems are encouraged to send teams of two to four members to the Laboratory to insure maximum results from the training. Team members should be selected in terms of their strategic positions for offering leadership. Priority will be given to the acceptance of teams. The conference fee is $150. Board and room will be available at an average cost of $40 a week. Applications must be received before March 1, 1951. For complete information write to the National Training Laboratory in Group Development, 1201 16th St., N. W., Washington 6, D. C.

The pressing need for training and research in this area of human relations led to the exploratory establishment of the First National Training Laboratory in Group Development during the summer of 1947. In succeeding summers the success of the Laboratory in producing research and in developing training methods and training skills applicable to a wide range of settings and problems has led to a demand for an expansion of activities. Therefore, in the summer of 1951 two sessions will be held instead of the usual one. The experience of the past four laboratories has indicated

that this type of activity provides the ideal setting in which social scientists, action specialists, and trainers may work together on methods of more effective collaboration and on the basic skills of group growth. The Laboratory provides consultant and training services throughout the year to past Laboratory participants who desire them, and to selected outside organizations. There is one full-time consultant on the headquarters staff at the National Education Association in Washington for this purpose. Summer staff members extend this service by special arrangement. As the demands on these services exceed the staff time available, each project is carefully explored before being undertaken. This consultation function is primarily on a self-sustaining basis.

"STAY IN SCHOOL."—The problem of preventing students from dropping out of school prematurely is perennial, and educators continually are in search of devices and means to help reduce the number of dropouts to the minimum. In seeking high-quality recruits and training them for its many technical jobs, the United States Navy long has recognized the values of civilian education and has urged young people to stay in school as long as they can. In support of this policy, the Navy has produced this movie in consultation with the National Education Association, the U. S. Office of Education, and the U. S. Department of Labor. It is a new segment of the Navy's stay-in-school program. The film is not a cure-all; nor does it attempt to cover all phases of the problem. It is designed to encourage students to recognize their place in society and to utilize the resources of their own schools to help them meet their own problems. This film, entitled *Stay in School*, is available to the secondary schools of the country through the U. S. Navy Recruiting Service. Therefore, school administrators, teachers, and counselors who would like to have it shown in their schools are invited to get in touch with their nearest Navy Recruiting Station to make arrangements for its presentation.

FILMSTRIP FOR DISCUSSION LEADERS.—Michigan Secondary-School Association has recently released a new filmstrip entitled *Michigan's Curriculum Planning Conference*. This filmstrip was photographed at the August Working Conference of the Michigan Secondary-School Association at the Conservation Training School on Higgins Lake during the summers of 1949 and 1950. It is representative, however, of the techniques, activities, and purposes of the three August Conferences conducted annually by the Association. In 1940 the high schools belonging to the Michigan Secondary Curriculum Study held the first of these August conferences at Westminster Camp near Saugatuck. The conference lasted six days and established the pattern for subsequent August conferences. It brought together teachers and administrators from the participating schools together with college representatives and consultants from the Michigan Secondary Study. In August, 1941, the conference was repeated at Cranbrook School in Bloomfield Hills, and in 1942 at the Conservation Training School on Higgins Lake. The conference has been continued each year at the Higgins Lake Training School and has expanded in recent years to include similar six-day conferences at Indian Lake Youth Camp near Crystal Falls, Michigan; at Clear Lake Camp near Battle Creek; at Muskegon Lake State Park; and in 1950 at St. Mary's Lake Camp. In recent years there has been a significant trend toward the payment of expenses for these conferences by local boards of education. This is a tribute to the growing realization that experiences like these can make a valuable contribution to in-service education.

The purpose of these conferences has been to provide an opportunity for high-school teachers and administrators to meet with resource people from colleges and state agencies, to deal with the problems of the coming school year. In an effort to gear the conferences to actual school problems, no specific conference program has been planned in advance of the conference. Instead, each conference has begun with a careful problem census and working groups have then been established in terms of the problems which emerge at the planning session. The filmstrip, "Michigan Curriculum Planning Conference," presents in graphic form the story of one of these conferences. It begins with the first steps in arranging such conferences and unfolds the step-by-step experiences of teachers and administrators who participate. Each frame presents a significant feature of the process whereby genuine problems are made the framework of the conference. At best, the filmstrip can only illustrate significant steps, since the complete picture of the conference would require several hundred frames and a great deal of explanatory material. The filmstrip illustrates opportunities for exchanging ideas, using resource persons, and evaluating outcomes. It attempts to give people the actual atmosphere of the conference. In such a setting it is impossible for the participants to remain apathetic to the democratic process as a means of resolving professional difficulties. This filmstrip, "Michigan's Curriculum Planning Conference," is being distributed at $3.00 each by Roland C. Faunce, Wayne University, Detroit 1, Michigan.

REPORT ON THE MIDCENTURY WHITE HOUSE CONFERENCE.—The Midcentury White House Conference on Children and Youth, as reported in the January issue of *Survey*, is now available in reprint form. This special conference section includes: "Youth in Today's World: Conference Report" by Kathryn Close, "Moving Ahead" by Melvin A. Glasser, "What Bends the Twig?" by Marion Robinson, a gist of the recommendations, and the "Pledge to Children." Prices for reprints of this section of the January *Survey* may be secured from Survey Associates, Inc., 112 East 19th St., New York 3, New York. More articles growing out of the Midcentury White House Conference on Children and Youth are coming in Februray and March. These will include: "Ability and Survival" by Allison Davis (February) and a symposium "Service in Time of Crisis" (March) presenting the views of a number of key people whose position of leadership and closeness to youth lend weight to their opinions.

JUNIOR COLLEGES.—The junior or community college has an extremely significant role in the present emergency. The need for technically trained individuals will continue to increase as production is stepped up. If the induction age is retained at 19 and the program of the institution is accelerated, a large proportion of young people may complete their two years before induction. Consideration is also being given to the development of technical courses somewhat comparable to but not as restricted as the Engineering, Science Management courses of World War II. If such courses are required the junior college is in a unique position to offer them.—American Council on Education.

EDUCATION IN THE NATIONAL EMERGENCY.—Speaking at a luncheon session of the annual meeting of the Indiana School Boards Association on December 6, Edward M. Tuttle, Executive Secretary of the National School Boards Association, emphasized the following points:

1. We are facing a long period of national and world tension in a struggle of ideas in the minds of men—a choice between responsible government of, by, and

for free men and government by life and death dictatorship of the few over the many.

2. Public education is actually our "first line of defense" in this struggle, and must be given top priority by the American people and by their agencies of government if we are to continue to live as free men in a representative democracy and do our part to lead the world to freedom, security, and peace.

3. School boards are the legal representatives of public education and will face heavier responsibilities during the years ahead, for several reasons. First, because they have hardly begun to catch up with the shortages in the schools occasioned by the depression and World War II. Second, because an increasing flood of children, born since 1945, will soon be knocking on the schoolhouse doors. Third, because the return of the nation to a war economy will make it increasingly difficult to secure the essential materials, equipment, supplies, and manpower to provide adequate school facilities.

4. The needs of education for such things as steel, cement, brick, wood, paper, and other materials represent only a tiny fraction of the total supply, but school boards cannot readily compete with industry for these materials on the open market because of the restrictions imposed by assessments, bond issues, budgets, tax rates, and the general use of public money.

5. Some system of priorities and allocations for schools seems absolutely essential if they are to be equipped to function effectively, but as yet, in spite of the efforts of the National Conference for Mobilization of Education and the United States Office of Education there seems to be little disposition on the part of the National Production Authority, the Selective Service System, and other agencies of government to take practical steps to help the schools, although they all give lip-service to the principle of the essentiality of public education.

6. Finally, our big task is to help people generally to see the impending danger to their schools so that they will effectively present the matter to members of Congress and to governmental authorities. In this effort, school boards and their associations, state and national, working co-operatively with all other organizations having a concern for public education, can play a leading and important role.

The Book Column

Professional Books

ALLEN, C. M., and TRUMP, J. L., compilers and editors. *Education for Freedom: What Are We Doing?* Urbana: Univ. of Ill. Press. 1950. 160 pp. $1.50. This is the proceedings of the Illinois Summer Educational Conference held in Urbana in 1950. It contains all the addresses given at the general sessions, answers to selected questions from the audience, and reports of discussion group and division meetings. Areas covered are: "What Are We Doing?" "Freedom in Human Relationships," "Freedom in Economic Relationships," "Education for Freedom," "Modern Programs of Special Education," "Services of School Libraries," "Recent Developments in Adult Education," and "Tasks for School Administrators."

BOURQUARDEZ, VIRGINIA, and HEILMAN, CHARLES. *Sports Equipment.* New York 3: A. S. Barnes and Co. 1950. 382 pp. $5.00. This book puts much needed, authoritative, tested information at the disposal of purchasing agents, physical education and recreation personnel, sporting goods wholesalers and retailers. There are exact descriptions of the construction, materials, standards, amounts needed, expected life and proper care of both clothing and equipment for archery, baseball and softball, basketball, bowling, boxing and wrestling, fencing, field hockey, football, golf, ice hockey, lacrosse, tennis, badminton and squash, skiing, soccer, volleyball, handball, and track and field events. Seventy-seven photographs and drawings serve to point up the descriptions and present accurately the needed specifications. In addition, there are detailed analyses of the types, properties and care of leathers, plastics, rubber, wood, light metals and textiles. The appendices provide material on test methods and procedures, lists of details to be checked in the purchase of properly functional sportswear, styling for action and fit, and good garment construction.

FINE, BENJAMIN. *Educational Publicity.* Rev. New York 16: Harper and Brothers. 1951. 575 pp. $6.00. Written by one of the nation's leading interpreters of education, this book has now been completely revised and enlarged in light of the increasing news prominence of the educational world and a corresponding growth of its public relations task. The new volume has been expanded to almost double its original length. Five new chapters take into account the broadening of publicity activities into successful public relations programs. Dr. Fine's unique background and his understanding of the field are evident in every detail of the book —whether he is discussing the necessity of long-range programs, community relationships, how to develop, produce and place publicity, deal with newspapers, organize a staff, or count the costs. The text is profusely illustrated with helpful examples of right and wrong procedure.

FORSYTHE, L. L. *Athletics in Michigan High Schools—The First Hundred Years.* New York 11. Prentice-Hall. 1950. 336 pp. This publication is more than the personal recollections of Mr. Forsythe in writing this history of high-school athletics in Michigan. Many hours have been spent by him in libraries of schools

and colleges of the state, in conferring with "pioneers" in Michigan high-school athletics, and in the solicitation and use of early athletic history from the schools themselves. Accounts of happenings reported in early daily newspapers, school annuals, school newspapers, and State Association bulletins, yearbooks, and handbooks have been used. Projects also were suggested by him to high-school classes in English journalism, and history and their reports of their own athletic beginnings have been documentary sources for much of the material which has been included. Added to all of these are the extensive and rich personal experiences of the author during his twenty-five years of service to Michigan high-school athletics.

REMMLEIN, M. K. *School Law.* New York 18: McGraw-Hill Book Co. 1950. 398 pp. $4.50. This book is a clear and timely presentation of the legal problems in pupil and teacher personnel relations. By the statement of general principles and quotations from illustrative statutes and court decisions, the author circumvents the local nature of school laws and makes this presentation nationally applicable. The national applicability of these general principles, on the other hand, is supplemented by work sheets which permit application of principles to specific jurisdictions, thus enabling the text to become a guide to school law in any area. This mobility of presentation allows a course, constructed upon the text, to be as broad or as narrow as deemed expedient by the instructor for the members of a particular class. Illustrations and relative editorial comments are contemporary and pertinent. The treatment, while technical in content, is simple and direct. School administrators will find much of help in this volume.

RICHARDSON, J. S., and CAHOON, G. P. *Methods and Materials for Teaching General and Physical Science.* New York 18: McGraw-Hill Book Co. 1951. 493 pp. $4.50. This new book is planned to give science teachers and prospective science teachers direct assistance in utilizing the laboratory or direct experience approach. It combines general theory of education with actual practice, giving teachers and student teachers usable, practical ideas dealing with the actual problems of science teaching. Specific procedures and techniques are provided and discussed for both high-school classes and college classes in which high-school science teachers are being prepared. Among the special features are: teaching procedures that use laboratory-type experiences effectively; detailed consideration of the use of projects in science teaching, with several hundred descriptions and suggestions of demonstrations, projects, and individual laboratory procedures; discussion of the use of visual and auditory materials in science teaching; and material on the equipment, care, and use of the laboratory. A comprehensive bibliography is included.

ROBINSON, K. F. *Teaching Speech in the Secondary School.* New York 3: Longmans, Green and Co. 1951. 446 pp. $4.00. The purpose of this book is to give helpful suggestions and guidance to those teachers in training and in service who desire to teach speech in secondary schools. The organization of the book is based upon various factors affecting the teaching job. These factors, the methods, and the materials suggested are largely the result of the experience of the author. He makes no attempt to include all methods which may be employed in handling the problems of teaching speech in secondary schools. He does not contend that his procedures are the only ones which will succeed. He does recommend the

content as being sound because it has been utilized frequently in many types of secondary-school speech situations—large municipal schools, middle-sized city schools, suburban schools, small-town schools, rural schools, public schools, university training schools, and private secondary schools. The book is composed of 26 chapters classified under three major parts: "Factors Affecting Speech Instruction," "Problems in Teaching the First Course," and "Directing Extraclass Speech Activities and Contests."

SAMMARTINO, PETER, and TOMPKINS, ELLSWORTH. *Community College in Action.* Rutherford, New Jersey: Fairleigh Dickinson College Press. 1950. 146 pp. The book discusses what the junior college can do for the community and for the young people of our nation by bringing the college to the home. It describes what Fairleigh Dickinson Junior College, of which Peter Sammartino is president, is doing and shows how these same things can be provided by other communities. The authors encourage other community persons to provide for and support community college facilities in places where they are now needed and not available.

STOCKING, G. W., and WATKINS, M. W. *Monopoly and Free Enterprise.* New York 18: The Twentieth Century Fund, 330 W. 42 St. 1951. 612 pp. $4.00. "Free competition is the price of freedom of enterprise." The monopoly problem has long ranked high in controversy and low in availibility of the facts needed to deal with it. This book describes the present structure of the American economy, with emphasis on the relation of concentrations of economic power to the theory and practice of free enterprise. It shows how competitive forces have in specific instances been limited by American business concerns and, in certain fields, by legislation, and it attempts to assess the economic and social effects of these developments. It surveys the American system of free competition with the modifications that have occurred through the need for large industrial units to achieve the economics of mass production, through the action of pressure groups, and through governmental controls and regulations. It then examines the attempts of government at controlling monopolistic practices. A final chapter presents the report and recommendations for action of the Special Committee on Cartels and Monopoly appointed by the Fund to study the findings. It also presents a policy program formulated by a special committee representing a wide variety of interests.

A Water Policy for the American People. Washington 25, D. C.: Superintendent of documents. 1950. 458 pp. This volume is the first report of the President's Water Recources Policy Commission. A second and third volume will appear later, with attention given to the details of the several river basin studies in volume 2 and the applicable law in volume 3. Covered in volume 1 are: "Regional Development," "National Objectives," "Unity in Planning," "Evaluation," "Reimbursement," "A Resources Investment Program," "The Need for Basic Information," "Surface and Ground Water," "Watershed Management," "Flood Management," "Land Reclamation," "Domestic and Industrial Water Supply," "Pollution Control." "Inland and Intracoastal Waterways," "Hydroelectric Power," "Recreation," "Fish and Wildlife," "Conservation Education," and "Legal Aspects."

Books for Pupil and Teacher Use

ALLEN, M. P. *The Silver Wolf.* New York: Longmans, Green and Co. 1951. 216 pp. $2.50. This adventure story tells of Judd Hunter and Kit Carson who at Seven-

teen join Captain Bent's wagon freight-train. Kit Carson was a little wildcat who loved danger, went to meet it, and provoked it recklessly. Judd knew it would be great to feel that way but he had to fight himself as well as their enemies. The three months between Missouri and Sante Fe are packed with adventures. There are terrible days and nights on the desert without water, danger of buffalo stampedes, hostile Indians, desperadoes and ratlesnakes infesting the trail. The dangers the boys survived in a search for a silver mine cemented their friendship and their respect, each for the other's kind of bravery.

ARMSTRONG, H. F. *Tito and Goliath.* New York: Macmillan Co. 1951. 324 pp. $3.50. This book tells the story of the origins, development, and meaning of the conflict between Stalin and Tito. It reveals sidelights on the persons involved in the drama of intrigue and violence. Here is the story of Tito's resistance against Stalin and the story of how the Jugoslav dictator has split the Communist world profoundly affected the power position of the Soviet Union, opened new avenues of hope for the oppressed masses of Eastern Europe, and changed American strategic planning from Berlin to Korea.

BAKER, M. J. *A Castle and Sixpence.* New York: Longmans, Green and Co. 1951. 191 pp. $2.50. It is a pleasure to read this present-day story of wholesome, natural children, for it has genuine freshness and charm. Their resourcefulness is tested keeping house in cramped quarters and in straitened finances. Suddenly they inherit their ancestral castle where there are a great many cats which have something to do with Miss Martingale's strange will. Here, also, is the poignant mystery about Sixpence, the boy who wanders through the castle at night. The children's days are filled with fun, hard work, and happiness. Here in the castle is room for the old horse which they had rescued and which carries them to safety in a flash flood which proves a blessing in disguise.

Better Homes and Gardens Baby Book. Des Moines, Iowa: Meredith Publishing Co. 1950. 256 pp. This book prepared by the Child Care and Training Department of the Meredith Publishing Company has to do with that all-important problem of rearing children properly. It is important that they be maintained in health and vigor; that they develop socially and emotionally in such a manner as to make a happier world; and that they be spared maladjustment from harmful environmental factors and methods of management during their developmental years. This book, which is concerned with the child from prenatal to six years, is designed and prepared to be a guide to preserving their health. Authorities differ in opinion as to the details of child care, but they do agree on the basic general principles. This book deals authoritatively with all the problems that are encountered by the mother in rearing the child. It deals with his clothing, his food, his schedule,—in fact, all those factors which have to do with the baby's physical and emotional well-being. The book also contains 64 pages for a record of the child's physical and mental growth; his personality interests, and ability from birth to age sixteen.

Better Homes and Gardens Storybook. Des Moines, Iowa: Meredith Publishing Co. 1950. 159 pp. $2.95. This book contains 50 masterpieces of literature for children, beautifully printed and illustrated. Here are stories and poems which children of all ages and times have loved. Here is the lyrical nonsense of Edward Lear, the jungle wonder of Rudyard Kipling, Aesop's simple truths, the

pleasant familiarity of Peter Rabbit. The book offers a wide variety of good reading to excite the many interests of children. In order to tell each story and poem just the way the author intended it to be told, more than 600 illustrations —most of them in color—from the most famous editions of these works have been carefully reproduced. The selections in the *Storybook* were chosen by Mrs. Betty O'Connor, who has devoted a lifetime to the study of children's literature and children themselves.

BREWTON, J. E.; LEMON, BABETTE; SHARP, R. A.; and ABNEY LOUISE. *English and Continental Literature.* Chicago: Laidlaw Brothers. 1950. 800 pp. $3.28. This book in the Cultural Growth Series for grades seven through twelve provides a functional approach to an understanding of life in England and on the European Continent. The first seven sections build up a chronology of the literature of England. The last section presents a panoramic view of the literature of Continental Europe, stressing outstanding writers. Preceding each of the eight sections is an account of the historical, sociological, economic, and literary background of the period of culture to be studied. An important part of the book is the speech material which, at suitable intervals, is presented for the carrying out of a program for speech improvement. This integrated speech program is firmly built into all the books of the series *Cultural Growth through Reading—Literature—Speech.*

It has been found through testing of student interest and fact retention that literary history studied apart from literary production is of negligible value. Just as literature itself grows out of its time and place, so also must it be studied against the background of time and place. Thus, this book is organized in such a way that literary selections will be read and understood by the student as the expression of the life and thought of a particular culture at a particular time. The background material is carefully provided to make the selections intelligible in terms of the forces as well as the talents that produced them. In senior high school, as through the earlier school years, it is essential that the development of the following basic principles of Speech be carried out: (1) Development of intelligent, interested, and happy attitudes toward Speech, both as a practical and as a fine art; (2) Development of acceptable standards in Speech; (3) Development of awareness of one's own speech patterns and the speech patterns of others; (4) Development of specific speech skills; (5) Development of good speech in various activities throughout the school day.

In this book each unit of speech material has its own introductory and exercise equipment. Each speech unit is allied in tone and content to the reading material with which it appears. Thus each such unit appears naturally, and takes its proper place in a program of reading and literature. It includes as teaching aids, preparatory notes, footnotes, study exercises, section reviews, suggested reading, biographical notes, indexes, and both four color and black and white illustrations. An account of the historical, sociological, economic, and literary background of the period to be studied precedes each section. A program for oral reading improvement and reading skills development is included. A Teachers' Manual is available.

BREWTON, J. E.; LEMON, BABETTE; SHARP, R. A.; and ABNEY, LOUISE. *Literature of the Americas.* Chicago: Laidlaw Brothers. 1950. 768 pp. $3.20. This

book in the Cultural Growth series for grades seven through twelve is divided into eight sections. The first six sections build up the chronology of the literature of the United States. The last two sections present a panoramic view of literature of Canada and Latin America emphasizing chief writers and principal trends. Preceding each of the eight sections is an account of the historical, sociological, economic, and literary background of the period of culture to be studied. An important part of the book is the speech material which, at suitable intervals, in presented for the carrying out of a program for speech improvement. This integrated speech program is firmly built into all the books of the series *Cultural Growth through Reading—Literature—Speech.* It has been found through testing of student interest and fact retention that literary history studied apart from literary production is of negligible value. Just as literature itself grows out of its time and place, so also must it be studied against the background of time and place. Thus this book, like its companion volume, *English and Continental Literature,* is organized in such a way that literary selections will be read and understood by the student as the expression of the life and thought of a particular culture at a particular time. The background material is carefully provided to make the selections intelligible in terms of the forces as well as the talents that produced them.

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DOERFLINGER, W. M., Collector and Compiler. *Shantymen and Shantyboys: Songs of the Sailor and Lumberman.* New York: Macmillan Co. 1951. 398 pp. $8.00. This book contains over 150 songs traditional with sailormen and woodsmen, some of them familiar, many reproduced for the first time. The music is given for nearly all, and many songs are presented in varying versions, as sung by different men. With the words and tunes of the songs, the author explains their backgrounds and use, and the ways of the men among whom they originated and were passed along. There are shanties—work songs of the sailormen under square-rigged sail—and other "deep water" songs reflecting sea life in the days of the famous American transatlantic packet ships, the California clippers of gold rush days, the cotton carriers sailing to Southern ports, and other tall, square-rigged ships. There are fishermen's songs beloved aboard the handy schooners that jogged over the Banks; songs of the West Indies trade; ballads of lumberwoods life; and other songs of various types traditional under sail and in the lumber camps. Many of the woodsmen's songs were popular with loggers not only in New England and Canada but also in the Lake States, in New York, Pennsyl-

vania, and the Northwest. The author says he finds it hard to single out his own favorite song in the collection. If he had to choose, he would pick among the sea songs that fine old ballad of piracy, "The Flying Cloud;" as a logger ballad he favors "The Scow on Cowden Shore," a lively song of the river driving crews.

DULL, C. E., BROOKS, W. O., and METCALFE, H. C. *Modern Chemistry.* New York: Henry Holt and Co., Inc. 1950. 575 pp. $3.16. This edition of *Modern Chemistry* is a complete revision of the textbook of the same name originally written by the late Charles E. Dull. Like its predecessor, it is an all-purpose textbook for use in secondary schools. It contains the theory necessary for a secondary-school course, as well as sufficient descriptive material to form a suitable course of instruction for those who do not plan to go to college. The authors have purposely included more material than can be covered in one school year. Teachers can, therefore, select those chapters which best meet local needs. They should not feel obligated to teach all the material from cover to cover. As a guide in the selection of material, the authors have marked with a star (*) certain whole chapters, paragraphs in other chapters, and certain questions and problems intended for superior students. The unstarred material, however, had been so written as to present a connected understanding of subject matter in logical order. Particularly in later chapters on descriptive chemistry, some teachers may prefer to take up certain topics in a different order from that given. Such interchange can be made without loss.

GILES, J. H. *Miss Willie.* Philadelphia: Westminster Press. 1951. 268 pp. $3.00. Miss Willie was the new teacher of the school on Piney Ridge, Kentucky. Because she was bored and because the thought of teaching the backward hill folk had filled her with missionary zeal, she had left a comfortable teaching job in Texas to fill the post, despite the poor pay and the deplorable condition of the Ridge's one-room schoolhouse. There was just one thing she had failed to consider—that what the people wanted least was enlightenment. Life on the Ridge was satisfactory as it was because "hit" had "allus" been that way. The Ridge folk were completely impervious to the changes Miss Willie suggested. But even though they were amused by her "quare" ways, they accepted her with the proper respect due teachers.

GORDON, DOROTHY. *You and Democracy.* New York: E. P. Dutton and Co. Inc. 1951. 60 pp. $2.00. Most of us are convinced that democracy is the most satisfactory social philosophy that the world has known. But there are children in our schools and there are many adults across the land, both native-born and potential citizens, who do not know or are not fully appreciative of what democracy means, in what a diversified way it functions in our national life, the freedoms and privileges it represents, and obligations and responsibilities it places on us as individuals. *You and Democracy* should develop in each reader a conception of democracy that is personally convincing, meaningful, and dynamic. It is hoped it will have wide usage by teachers and leaders in American life who have long had need of a book of this kind—attractive in format, simple in language, informational, and persuasive. Make no mistake; citizens of totalitarian nations are very glib when describing the advantages of living under their dubious form of government. We of the democracies, however, lazily content in our security, know little indeed of just what makes our way of life so comfortable. "The demo-

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cratic way of life" is a word combination that rolls pleasantly off our tongues, but do we know what it actually means? This little book simply and eloquently describes life in a democracy; what privileges may be enjoyed; how every citizen himself is a part of that government and has a voice in its activities. It describes our freedoms and warns against their abuses. It explains the Constitution and the Bill of Rights. It is authentic, concise, invaluable to the student or teacher of "life, liberty, and the pursuit of happiness."

HANSEN, HARRY, Editor. *The 1951 World Almanac.* New York, 15: New York World-Telegram, 125 Barclay St. 1951. 912 pp. $1.00 in soilproof heavy paper cover; $1.85 in durable, heavy duty, cloth binding. *The World Almanac* makes a comprehensive survey of the economic, political and cultural events of the United States. It provides a full report of the work of the United Nations; gives a survey of the tense foreign situations that range from threats of war in Europe to open warfare in Tibet, Indo-China and Malaya. Events and legislation that intimately affect the average American citizen—new taxes, higher pay, building restrictions, selective service, social security, veterans' benefits, the draft, the controls on credit and prices and the proclamation of the national emergency—these and many other matters are packed into this handy volume, which prints official information in such concise form that it is put to daily use by government departments in Washington, educational institutions and executive agencies in all the states. This volume gives attention to U. S. Aid to Foreign Nations; it includes the essential figures of the 1950 Census; it presents information on the hydrogen bomb and science; it gives a complete record of sports events for 1950, and, as usual, supplies information of almost any conceivable type of facts and accomplishment during the year 1950.

HARK, MILDRED, and McQUEEN, NOEL. *Modern Comedies for Young Players.* Boston: Plays, Inc. 1951. 373 pp. $3.50. Twenty-three nonroyalty comedies are contained in this anthology. These entertaining dramas give warm, informal glimpses of life in a typical American home. All of the plays use the same characters and setting, but each play is a complete dramatic unit. The main characters are the five members of the Saunders household—Fred, Agnes, Bud, Billy, and the maid, Ruby; and the action always takes place in the comfortable Saunders' living room. The Saunders family has already won a large following among the subscribers to PLAYS, *The Drama Magazine for Young People,* where the dramas in the collection first appeared. The mutual affection between members of the family and their wholesome good humor in untangling problems will appear to actors and audiences of all ages. A variety of situations and special occasions are dramatized to provide a calendar of activity for the whole year. There are plays for Thanksgiving, Christmas, Valentine's Day, Easter, and Mother's Day. Among the everyday crises humorously presented are: father's speech to the business club, mother's social tea, Bud's first formal dance, television and the neighbors, elections and civic duty, and the misunderstandings of forgotten anniversaries and mixed-up gifts.

HOLME, RATHBONE, and FROST, KATHLEEN, Editors. *Decorative Art—The Studio Year Book.* New York 16: Thomas Y. Crowell, 432 Fourth Ave. 1950. 152 pp. $5.95. In addition to a special article on "Building a House in Britain," in which the author explains the conditions governing private building in Britain today,

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Consumer Living. 608 pp. $3.20
* **Economic Roads for American Democracy.** 252 pp. $2.00.
* **Your Life in the Country.** 410 pp. $2.80.
* **The Buyer's Guide, with Work Sheets.** 256 pp. $1.80.

Starred (*) publications above are available at a school discount of 25 per cent from the list price. All other publications listed are available at the following discounts: 2-9 copies, 10%; 10-99 copies, 25%; 100 or more copies, 33 1/3%.

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this yearbook for 1950-51 is devoted to an international review of new productions of designers and manufacturers. Through its sections can be seen trends in textiles and ceramics, glass and silerware, interiors and furniture displayed in sixteen color plates and over 400 illustrations in monochrome. This book provides an inspiration to the interior decorator, architect, and designer whether his tastes are toward an air of grandeur, comfort, or utility; gaiety, formality, or quiet repose.

IVENS, BYRNA. Compiler. *The Seventeen Reader.* Philadelphia: J. B. Lippincott Co. 1951. 320 pp. $2.75. Here are the best-liked stories and the most favored features selected from *Seventeen,* the monthly magazine for teenage girls. The eight short stories about the lives and experiences of young people represent the cream of all the outstanding fiction pieces that have appeared in more than seventy-two issues of *Seventeen* Magazine. The thirty-five articles constitute a basic guide to problems of the growing-up years and afford practical answers to the questions modern girls are always asking.

JEFFRIES, VIRGINIA-MURRILL. *Calling Isabel.* New York: Longmans, Green and Co., Inc. 1951. 177 pp. $2.25. This is a story of an affectionate, close-knit family. Isabel's problems are those that daunt most contemporary young women —dating problems, career problems, family loyalties. Her relationship with Mark, whom she has always known in a special way, and her flattered response to Jim, the "first to give her an orchid," bring home to Isabel the obligation as well as the fun which come with the tinsel, the music, the perfume, and laughter of the almost-grown-up parties.

LANDON, MARGARET. *Never Dies the Dream.* Garden City, New York: Doubleday and Co. 1949. 309 pp. $2.75. Modern Bangkok is the background for this story of a woman missionary whose indominitable faith defeated the malicious intent of a determined antagonist. It is the story of India Severn who had lived twenty-five years in this city of kaleidoscopic streets, nauseous odor of the markets, and the arabesque beauty of temples and palaces. Developed as a love story, it tells of her unselfish services to the people.

LEIDZEN, ERIC. *An Invitation to Band Arranging.* Bryn Mawr, Penna.: Theodore Presser Co. 1950. 200 pp. $5.00. *An Invitation to Band Arranging* is written primarily to supply a working method for budding arrangers, who, by choice or necessity, intend to study the subject without the aid of a teacher. This will account for the conversational informality of the text, but it need not bar the book from classroom or private lesson, for the detailed approach may lighten the teacher's task during instruction hours and can also be of considerable help to students doing homework. The volume may also be useful to band leaders, who, though they do not intend to become arrangers, wish to strengthen their grasp of the structural secrets of the music they conduct, in order to get better performances. The scores, found at the end of many chapters, should not be considered mere "ponies;" for although one complete arrangement for each group of instruments is given in the text, no such group can be said to be mastered until several compositions, chosen by the student, have been arranged for the same combination of instruments. Transposition has always been a stumbling block for the beginner, especially when it has been treated as a prerequisite. For this reason, a knowledge of transposition has not been taken for granted but has received

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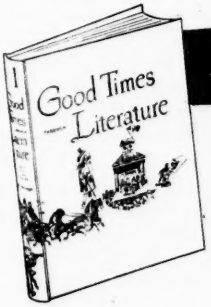

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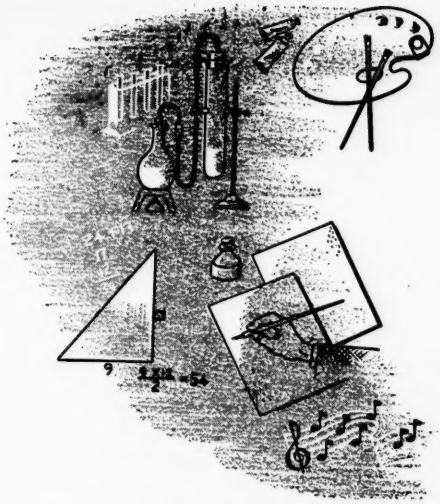
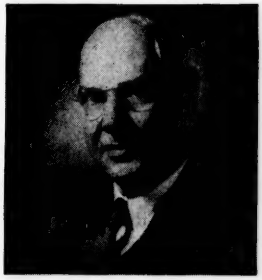
LEWIS, D. S., PECKHAM, G. C., and HOVEY, H. S. *Family Meals and Hospitality.* New York: Macmillan Co. 1951. 479 pp. $3.40. This book is designed to help young people acquire competency in planning, marketing, preparing, and serving foods. Scorning satisfaction with anything less than excellent cuisine, good management practices—getting the most for your money, dovetailing jobs, understanding principles—is underlined so that an orderly and efficient procedure is possible. Particularly important is the inclusion of the basic recipes in the text rather than at the end of the book. The step-by-step working out of recipes and good management practices is expected to lead students, as they acquire proficiency, to develop short cuts and to apply basic principles to variations of recipes. Results can be checked with the standards for a good product given throughout the book. Comparisons between home-made and commercially prepared products encourage students to exercise judgment in selection of foods and processes.

Believing that an important responsibility of the homemaker is to provide nutritious, satisfying meals, the authors have planned *Family Meals and Hospitality* with the following principles in mind: (1) The modern homemaker must be alert to recent developments in nutrition and must understand their relation to health and well-being; (2) She must also develop a knowledge of food costs and of fluctuations of costs so that she can plan menus to fit her family's budget; (3) Plans for meals should take into consideration limitations of time, energy, equipment, and space; (4) Cookery is a fine art that enriches and enlivens social relations. Accordingly, the homemaker has a responsibility to create a leisurely atmosphere at mealtimes enjoyable to the family and its guests; (5) Some knowledge of foreign foods leads to the appreciation of their cultures and increases the students' enjoyment of food. All of these aspects of homemaking are stressed in the text of the book and pointed up by the activities.

As written, the text contains a full two-semesters' work, but flexibility in its use is anticipated. Each of the units is, in a measure, complete in itself, although each presumes some knowledge of earlier units. It is assumed that teachers and pupils will plan and work together, and that each class will start where it most needs experience. For example, if a class has had good instruction in nutrition in a previously taken science course, the first unit in this text could be assigned as review and class work might begin with the second unit. In schools where home economics courses include aspects of foods, clothing, family life, and housing in each school year, this book can be used for all the food units. In any event, a laboratory project should be started almost immediately. This experience not only satisfies the students' eagerness to start cooking; it also leads to a discovery of the importance of organization of work and the need for developing skills.

MURDOCK, M. C. *Constantino Brumidi, Michelangelo of the United States Capitol.* Washington 6, D. C.: Monumental Press, 1720 M St., N. W. 1950. $10.00. This is the story of Brumidi who brought his artistry across an ocean to meet the challenge of beautifying the almost unadorned walls of the Capitol building of the





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United States. The story covers a quarter century, the last twenty-five years in the life of this Italian refugee, who dedicated these years to "making beautiful the Capitol of the one country on earth in which there is Liberty." This book contains reproductions in color and in black of his murals and frescoes that have become a significant part of the Capitol Building itself. Each picture is accompanied with facts and story concerning it. These pictures reflect not only the patriotism and genius of the artist, Brumidi, but also his love, loyalty, and courageous efforts in the midst of criticism, jealousy. and selfishness. Reproductions of the thirteen color pictures contained in the book are also available at the following prices: Two pictures, $1.00; six pictures, $2.00; and 13 pictures, $3.50.

ROBERT, H. M. *Robert's Rules of Order, Revised.* Chicago: Scott, Foresman and Co. 1943. 326 pp. This is the famous guide to parliamentary procedure. The book has both Part I—"Rules of Order"—a compendium of parliamentary law, based upon the rules and practice of Congress, and Part II—"Organization and Conduct of Business"—a simple explanation of the methods of organizing and conducting the business of societies, conventions, and other deliberate assemblies. It is in a handy pocket-size edition. In 1874 when Robert was stationed in Milwaukee, he found time to expand the material he started in California. And early in 1875, he sent an outline of the manuscript to various publishers. As far as they were concerned Robert was out of order. "Jefferson and Cushing are too well established," the publishers said. "Who'd believe that an Army officer could know anything about parliamentary law?" Disappointed but not discouraged, he kept on until he finally found a firm—S. C. Griggs and Company of Chicago—who agreed to publish his book on the following conditions which Robert accepted: the author was to give away one thousand copies to legislators, educators, and clergymen and also assume all of the financial responsibility unless or until the book became a success. Within six weeks of the day of official publication, February 19, 1876, *Robert's Rules* was selling so fast that the amazed publishers had to order an immediate reprint. According to *The New York Times* of March 25, 1877, 10,000 copies of *Robert's Rules of Order* were sold that first year. Today, having undergone many revisions, *Robert's Rules of Order,* Revised, sells in the neighborhood of 50,000 copies a year and its total sales have reached almost the million and a half mark. With the exception of the Bible, it has been pointed out, few other books of non-fiction can claim such best-seller popularity. In honor of General Robert, who died in 1923, and in observance of his work's diamond jubilee, this special 75th anniversary edition of *Robert's Rules* is being published by Scott, Foresman and Company of Chicago. They took the book over from its original publishers 52 years ago. If clearness and arrangement gave to the little manual its initial appeal, other factors have contributed to its long life. Fundamentally, the book is an analysis of what the individual must surrender for the good of a group and what the group must respect and retain to protect the individual. These problems are forever new, whether in the lodge or missionary society on the local level, or between nations on the international level. The timelessness of *Robert's Rules of Order* keeps it young.

ROSSKOPF, F., ATEN, H. D., and REEVE, W. D. *Mathematics: A First Course.* New York: McGraw-Hill Book Co., Inc. 1951. 480 pp. $2.60. This book is intended to meet the needs of students in a first-course of high-school mathemat-

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ics. The content of the twenty-one chapters represents a synthesis of the recommendations or recent reports and studies in the fields of general education and mathematics education. Beginning algebra is emphasized, but special care is taken to present the subject matter in an interesting and meaningful way to the student. Throughout the book efforts are made to integrate closely the fundamental concepts of arithmetic, algebra, informal geometry, and numerical trigonometry. Dual purposes are followed in the material of the text. First, every opportunity is made use of to give the student a reason for his learning and mastering mathematical techniques. The second purpose is closely allied to the first; it is to nurture and to develop the student's appreciation of the contributions of mathematical concepts to everyday living. Specifically, the following features of this textbook are worthy of note: (1) Algebraic rules and principles are developed informally; (2) a premium is placed upon the habit of thinking with symbols; (3) the fundamental operations are reviewed; (4) the essential concepts and skills of informal geometry are developed; (5) the nature of the formula and general functional relationship are presented; (6) exercises have been built around worth-while social activities, (7) adequate preparation is provided for skills needed in later work. Problems were selected for the purpose of illustrating a principle and fixing a procedure through well-organized and motivated drill; in choosing the exercises, every effort has been made to see that they are related to situations which have some possibility of arising outside a textbook. It is believed that such practice will help a student to find in the study of mathematics more of "reason" and less of teacher-imposed tasks.

RUGGLES, ALICE McGUFFEY. *The Story of the McGuffeys.* New York: American Book Co. 1950. 143 pp. $3.00. This is a story—not a documental history—of the famous McGuffey family based on information gained by the author from relatives of the McGuffeys, from family photographs and papers, from her own recollections, and from secondary sources, mostly articles in magazines and newspapers.

WESTCOTT, CYNTHIA. *The Gardener's Bug Book.* Garden City, New York: Doubleday and Co. 1946. 608 pp. $4.95. This is a book for the home gardener on insect pest control. It has more than 100 full-color "life-history" engravings, also more than 100 line drawings of the most commonly encountered insect pests of garden and grounds. Not only do they, with the accompanying text, make possible easy and positive identification of more than 1000 garden pests, but they also show the insects in their different stages of development, so that they can be easily recognized wherever and whenever found. Identification is also made easier by a descriptive list of more than 500 species of plants which these insects attack with descriptions of the type of injury done. The book also contains chapters on the basic factors of successful control. Materials for spraying and dusting, and spraying and dusting equipment. The book is replete with useful information that will help anyone to have a more productive garden. Included also are: a bibliography, a list of experiment stations, a glossary, and an index of 48 pages.

Pamphlets for Pupil and Teacher Use

ALWAY, L. D. *An Employment Survey of 4014 Texas School Children.* New York 16: National Child Labor Committee, 419 Fourth Ave. 1950. Unpaged. 50c. Reveals the heavy load of part-time work carried by many young school children wherever laws are inadequate to prevent it. Only about half of the 48 states have a gen-

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The Ascap Story. Revised. New York 20: The American Society of Composers, Authors, and Publishers, 30 Rockefeller Plaza. Contains the latest facts and figures concerning the Society and its members, together with an account of the history and objectives of this unincorporated, nonprofit association of men and women who create and publish music.

Audio-Visual Teaching Aids. New York 21: Franco-American Audio-Visual Distribution Center, 934 Fifth Ave. 1950. 22 pp. Listings of films, filmstrips, slides, exhibits, and displays, and other lending library materials.

BEECHER, D. E. *The Changing Status of Teachers under the New York State Salary Law.* Albany: Univ. of the State of New York. 1950. 39 pp. A graphic analysis of salaries and salary trends with an appraisal of the effects of the teachers' salary law of the state.

CONANT, J. B. *Our College System.* Los Angeles: Trade-Technical Jr. College. 1950. 9 pp. Reprinted from *The New York Times Magazine.* Subtitled "A Re-evaluation."

Co-ordination of School and Community Health Services. Albany 1: New York State Inter-Departmental Health Council, State Office Building. 1949. 96 pp. A program for co-ordination and improvement of school and other community health services based upon existing available resources and facilities.

The County Superintendent of Schools in the United States. Washington 6, D. C.: Department of Rural Education, NEA, 1201 16th St., N.W. 1950. 188 pp. $2.50, cloth; $2.00, paper. Chapters deal with the county superintendent's strategic position and status in rural education as well as with the socio-economic setting and available resources affecting emerging patterns of rural education.

DAVIS, D. W. *Directory of Advertising, Marketing, and Public Relations Education in the United States.* New York 18: Advertising Federation of America, 330 W. 42nd St. 1951. 68 pp. $3.50. A directory of college and university courses which carry credit toward a degree—plus some extension, correspondence, and advertising club courses—in advertising, marketing, and public relations fields. Listed geographically and alphabetically.

DESCHIN, JACOB. *Opportunities in Photography* New York 10: Grosset and Dunlap. 1950. 112 pp. $1.00. A survey of jobs and careers in photography and allied fields, including facts on training, starting, and advancing.

Earned Degrees Conferred by Higher Educational Institutions. Washington 25, D. C.: Technical Services Unit, Research and Statistical Service, Office of Education. 1950. The third annual report analyzing data from 1282 institutions as to kind of degree, sex to which granted, major field of study, *etc.*

Educational and Cultural Activities in Germany Today. Washington 25, D. C.; Director, Office of Public Affairs, Commission on Occupied Countries, State Department. 1950. 93 pp. A compilation of selected articles on educational, cultural, and other reorientation activities of the Office of the U. S. High Commissioner for Germany which first appeared in 1950 issues of the *Information Bulletin.*

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EFFRAT, LOUIS. *Basketball—A Brief History.* New York: Office of Educational Activities, New York Times, Times Square. 10 pp. The story of basketball from the peach-basket to the professional status.

Eighteenth (1950) Annual Report. New York 18: Engineers' Council for Professional Development, 29-33 W. 39th St. 1950. 53 pp. Records what ECPD is doing to improve the engineering profession and through engineers, the general competence of the nation.

Essays for John Dewey's Ninetieth Birthday. Champaign: Bureau of Research and Service, College of Education, University of Illinois. 1950. 92 pp. Report of a conference on Education and Philosophy at the University of Illinois.

Fall Enrollment in Higher Educational Institutions. Washington 25, D. C.: Technical Services Unit, Research and Statistical Service, Office of Education. 1950. 36 pp. Tabulated data according to type of institution, type of student, and individual college.

Fire Safety for Junior High Schools. Washington 6, D. C.: NEA, 1201 16th St., N.W. 1950. 32 pp. 50c; NEA discount on quantities. Practical descriptions of how students became agents of fire safety and maintained year-around vigilance.

GLIKSMAN, JERZY. *Tell the West.* Abridged. New York 1: National Committee for a Free Europe, Inc., 350 Fifth Ave. 1948. 95 pp. 15c. An eyewitness account describing the enslavement of millions of human beings under Russian Communism.

Hosteling—Key to the World. New York 16: American Youth Hostels, Inc., 6 E. 39th St. 24 pp. Trips scheduled for 1951 in the Americas and abroad, with a summary of customs, costs, *etc.*

Hosteling—New Roads for Youth. New York 16: American Youth Hostels, Inc. 16 pp. The AYH annual report for 1950 which presents the scope and the nature of hosteling. (Hostelers travel by foot or bicycle. They come into close contact with the people and customs of a region and gain a deeper appreciation of the life of others. Their expenses, while on the road, seldom exceed $1.25 a day.)

Housing and Layout of School Shops in California. Sacramento: State Department of Education. 1950. 39 pp. Educational specifications and suggested floor plans for shop layouts.

Indiana and Midwest School Building Planning Conference: Proceedings. Bloomington: Indiana University Bookstore 1950. 75 pp. $1.00. Planning functional buildings for elementary, business, adult, and audio-visual education.

Jack's Secret. Revised. Gainsville, Florida: Project in Applied Economics, College of Education, University of Florida. 1951. 32 pp. 10c. Twenty per cent discount on 25 or more. A story of the effects of tuberculosis and the discovery and treatment of the disease.

MARTI, D. B. *Income Tax and Social Security Course.* New York 11: Prentice-Hall. 1950. Revised. 140 pp. Coverage of the latest legislation in simple language. A *Supplement of Problems and Forms* and a *Workbook* accompany the test.

McCABE, T. B. *The Role of CED Today.* New York 22: Committee for Economic Development. 1950. 20 pp. Free. An address before the Board of Trustees on November 15, 1950.

McCLURE, DOROTHY. *The Treatment of International Agencies in School History Textbooks in the United States.* Washington 25, D. C.: Superintendent of Documents. 1950. 108 pp. 50c. The study by the UNESCO Relations Staff implemented

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National Education Association, 1201 16th St., N.W., Washington 6, D. C., Publications of.

Modern Fable. 1951. 8 pp. A cartoon-illustrated leaflet, containing information about the rising school population.

The "PR" Guide. 1951. 19 pp. 15c. A handbook of 113 aids for school public relations programs. It includes selected public relations books, pamphlets, films, and filmstrips and contains information on where these materials may be obtained and the cost of each.

New Horizons in the East. New York 20: British Information Services, 30 Rockefeller Plaza. 1950. 40 pp. An examination of the problem of economic development in southern and southeastern Asia and a description of plans drawn up by governments of the area. Presents the highly technical Colombo Plan for Co-operative Economic Development in southern and southeastern Asia in simplified form in the belief that the raising of living standards there is of vital concern to peoples of the free world.

Newsweek, Club and Educational Bureaus, 152 W. 42nd. St., New York 18, Publications of.

Dilemma in Germany. 23 pp. 25c.

What Role for Modern Woman? 23 pp. 25c.

Both are issues of *Platform*, a provocative discussion guide, which is available monthly, September through May, at $1.00 to individuals, and without cost to club officers, educators, speakers, and civic leaders.

Panels on Public Education and Teacher Education. Washington 6, D. C.: NEA, 1201 16th St., N.W. December, 1950. 22 pp. A report of the co-ordinator.

Theodore Presser Co., Bryn Mawr, Pennsylvania, Publications of. The following musical scores including vocal and piano solos have recently been made available at the indicated prices:

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Why Should I Sing If Not of Love by Russell White. Vocal solo for high voice, D 50c
The Witch by William Scher. Piano solo 30c

Prevention. Emmaus, Pennsylvania: Prevention. $3.00 per year. A monthly magazine on health.

Railroad Transportation. Washington 6, D. C.: Association of American Railroads, Transportation Bldg. A concise and comprehensive statistical record of the United States railroads from 1911 through 1949, for use in the study of transportation, economics, finance, general business, marketing, and related subjects. Provides data both in tables and in charts and a topical index. A reasonable number of copies for classroom reference or for personal use by interested faculty members, upon request.

READ, L. E. *Outlook for Freedom*. Irvington-on-Hudson, New York: Foundation for Economic Education. 1951. 38 pp. 50c. (Quantity rates.) A look at conflicting ideologies.

REISCHAUER, E. O. *Toward a New Far Eastern Policy*. New York 16: Foreign Policy Association, 22 E. 38th St. November-December, 1950. 64 pp. 35c. Deals with both long-range objectives and the immediate problem of war and aggression.

Report of the Commissioner of Education. Juneau: Department of Education, Territory of Alaska. 1950. 86 pp. For the biennium ending June 30, 1950. Covers the activities of the Alaskan Department of Education, actions taken by the Territorial Board of Education; and the status of the Teachers Retirement System created by the 1945 Legislature.

Library Aids For Schools

BOOKS FOR TIRED EYES, 4th ed. *Charlotte Matson and Lola Larson.* 1800 titles in large type for readers with poor eyesight. Books for young people are identified. Children's books are grouped by ages or graded. 1951. 80p. $1.

AN AMPLE FIELD. *Amelia Munson.* An engaging book about young people's reading informally written with practical suggestions for bringing books and young people together. 1950. 128p. Cloth, $3.

BASIC BOOK COLLECTION FOR HIGH SCHOOLS, 5th ed. *ALA-NEA-NCTE Committee, Dorotha Dawson, ed.* Describes and evaluates 1700 titles. Appendix lists audio-visual aids and appraises magazines suitable for high school age. 1950. 196p. $2.75.

BASIC BOOK COLLECTION FOR JUNIOR HIGH SCHOOLS. *Elsa R. Berner and Mable acra eds.* 660 books selected to complement the modern curriculum. Books for remedial reading are noted in the annotations. 1950. 80p. $1.75.

BY WAY OF INTRODUCTION, 2nd ed. *ALA-NEA-NCTE Committee, Frances M. Grim, ed.* A recreational reading list for young people of high school age. More than 1,000 titles. 1947. 142p. $1.25. (Quantity prices on request.)

YOUTH, COMMUNICATION AND LIBRARIES. *Frances Henne, Alice Brooks, Ruth Ersted, eds.* Report of a University of Chicago institute. Current critical issues, significant developments, and new trends in library work with children and young people. 1947. 233p. Cloth, $3.50.

PLANNING SCHOOL LIBRARY QUARTERS. Considers library quarters in their relation to the function of the library in the elementary and secondary school program. Pictures, floor plans, critical comment. 1950. 64p. $1.50.

TEACHER-LIBRARIAN'S HANDBOOK, 2nd. ed. *Mary Peacock Douglas.* Sound advice and practical help in simple organization and management of school libraries. 1949. Illus. 166p. Cloth, $2.75.

AUDIO-VISUAL SCHOOL LIBRARY SERVICE. *Margaret Rufsvold.* Types of audio-visual materials, processing, and organization for use, circulation, housing, equipment, budget, 20-30 valuable lists of sources of information about audio-visual materials. 1949. 128p. Cloth, $2.75.

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Report of the National Conference on Life Adjustment Education. Washington 25, D. C.: U. S. Office of Education. 32 pp. Directed largely toward the stimulation of national and state organizations to develop programs of realistic education for the satisfaction of both the individual and society.

Report of the Second United States Education Mission to Japan. Washington 25, D. C.: Superintendent of Documents. 1950. 17 pp. 15c. A picture of the educational reforms accomplished in the past five years and their effect upon the democratization of the occupied area.

Report on Germany—Fourth Quarterly. Washington 25, D. C.: Department of State. A factual and chronological report of the progress of reorienting Germany by the United States High Commissioner.

Research Studies in Kentucky Education. Lexington: Bureau of School Service, College of Education, University of Kentucky. December, 1950. 43 pp. This issue of the *Bulletin* contains: "An Analysis of Supervised Student Teaching in Kentucky," "The Work of the Council on Public Higher Education in Kentucky," and "Adult Education in Kentucky."

Revising the Teacher Education and Certification Program. Frankfurt, Kentucky: State Department of Education. 1950. 55 pp. Contains revised certification regulations which became effective September 1, 1950. Calls attention to acts of the 1950 Legislature which carry significant implications for progress in the state program of teacher education.

ROSE, A. M. *The Negro in Postwar America.* Chicago 4: Anti-Defamation League of B'Nai B'Rith, 327 S. La Salle St. 1950. 36 pp. 25c. A review of the background of intergroup problems, present-day status, attitudes among and toward Negroes, and future problems.

Saving the Redwoods. Berkeley 4, California: Save-the-Redwoods League, 250 Administration Building, University of California. 16 pp. The story of the accomplishments of the League in conserving the Sequoia giants.

School Health Co-ordinating Service, State Board of Health, State Department of Public Instruction, Raleigh, North Carolina, Publications of:

Betty Jean Grows Up by R. M. Fink, Consultant in Mental Hygiene. 6 pp.

Betty Jean Is Ready for School by R. M. Fink, 6 pp. Addressed to parents.

Curriculum Guide for Health in the Schools by R. M. Fink. 19 pp. Mimeo. Defines the emotionally mature person and delineates patterns of healthy mental growth at various phases of physical growth. Contains form for self-evaluation of emotional maturity for teachers.

Developing Emotional Maturity by R. M. Fink. A series of loose-leaf bulletins to aid supervisory personnel in developing a program of mental health in the schools. Bibliographical suggestions, audio-visual materials, mental hygiene problem discussions, creative activities for everyday use and for specific cases, *etc.*

The School Study Councils at Work. $1.00. Syracuse 10, New York: Central New York School Study Council, 219 Slocum Hall, College Place. A report of the First National Conference of School Study Council Leaders. The story of the development, activities, and problems of a growing educational movement—the school study council movement.

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SCHOONMAKER, F. A. *A Manual for Maids in Schools and Colleges.* New York: Bureau of Publications, Teachers College, Columbia University. 1950. 120 pp. $1.50. A spiral-bound manual of good housekeeping containing concise and simple instructions for various surfaces and operations, discussion of cleaning supplies, directions for routines, suggestions for care of equipment, check lists, *etc.*

SNEDDEN, DAVID. *Towards Educational Sciences.* Palo Alto, California: The author, 2040 Amherst St. 1950. 98 pp. Not for sale. Has been distributed to limited number of educators. Thoughts on the prospects for the science of education.

SPAETH, SIGMUND. *Opportunities in Music.* New York 10: Grosset and Dunlap. 1950. 128 pp. $1.00. A vocational guidance manual of information and advice on jobs and careers in music.

Standardized Tests. Los Angeles 28: California Test Bureau, 5916 Hollywood Boulevard. 1951. 64 pp. A descriptive catalog and price list of materials and services available.

STAPLEY, N. E. *An Examination of Enrollment and Budget Data for Indiana School Cities and Towns.* Bloomington: Indiana University Bookstore. November, 1950. 36 pp. 75c. Considers teachers' salaries, state support, local taxation, tuition and special school funds, building funds, vocational and recreational funds, and bonds.

Statistics of City School Systems. Washington 25, D. C.: Superintendent of Documents. 1950. 85 pp. 25c. Tabulated data on enrollment, attendance, revenue, expenditure, pupil-teacher ratio, property value, *etc.*, by state. Rough estimates of rural data obtainable by simple calculation.

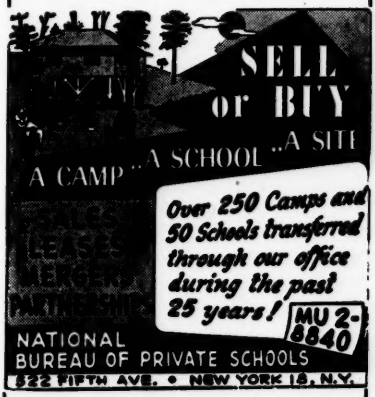
Television on Watch. New York 20: National Broadcasting Company, RCA Building, Radio City. 1950. TV's role in the present crisis.

A Temporary Guide for the Instructional Materials Program. Olympia, Washington: State Superintendent of Public Instruction. 1950. 52 pp. A manual of standards, procedures, scales, and quantities to aid in planning individual instructional materials programs through an instructional materials center.

TIDWELL, M. F., *et al. Office Production Typing for Colleges.* New York 11: Prentice-Hall. 65 pp. Manual and forms. By the Job Description and Flow Chart Method.

Two Way Street. Washington 25, D. C.: Superintendent of Documents. 60c. A report to the American people on an important aspect of American foreign policy—the government's program for the exchange of knowledge and ideas between this country and other nations. Tells about United States programs of international educational exchange in over 90 countries in all areas of the world. It brings together for the first time information on all educational exchange activities of the Department of State and certain other government and private agencies. A major feature is the use of pictures and professionally prepared graphics to show how the various programs operate.

ULLMANN, FRANCES. *Getting Along with Brothers and Sisters* (Life Adjustment Series). Chicago 4: Science Research Associates. 48 pp. 40c; three for $1.00. Special quantity prices; yearly subscription to the Series, $3.50. Prepared to



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United Nations Action in Korea under Unified Command. Washington 25, D. C.: Superintendent of Documents. 1951. 25 pp. 10c. Reports 8, 9, 10 dealing with military operations, civilian relief, press censorship.

United Nations Bulletin. New York 27: International Documents Service, Columbia University Press, 2960 Broadway. January 1, 1951. Contains, among many varied items, a review of the Fifth Assembly session, action on cease-fire in Korea, admission of new members, work of specialized agencies.

U. S. Natonal Commission for UNESCO, UNESCO Relations Staff, Department of State, Washington 25, D. C., Publications of.

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Wall chart. Washington 6, D. C.: Natural Rubber Bureau, 1631 K St., N.W. Pictures rubber as the most important contributor to the economy of Malaya and neighboring rubber producing countries, and as America's most vital import.

WITTY, PAUL. *Helping Children Read Better* (Better Living Booklet Series.) Chicago 4: Science Research Associates. 1950. 48 pp. 40c; three for $1.00. Special quantity prices; yearly subscription to the Series, $3.50. Discusses the importance of reading as an indispensable study tool, as an enriching leisure-time activity, and as a means of increasing personal growth. The author points out specific methods and materials by which parents and teachers can help children read; reading in the elementary grades; goals for the high-school reader; what to do about reading problems; and directing children's reading interests.

Working Together. New York 20: Educational Department, National Association of Manufacturers, 14 W. 49th St. 44 pp. A manual to assist industrialists, businessmen, and educators in organizing and conducting work-study training courses for youth.

The March and April, 1951, issues of THE BULLETIN will contain the Proceedings of the 35th Annual Convention of the National Association of Secondary-School Principals, held in New York City at the Hotel Commodore, February 10-14, 1951.

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Montana Association of School Administrators—*Harry M. Ross*, Superintendent of Schools, Butte, Montana.

Nebraska Association of School Administrators—*R. C. Andersen*, Superintendent of Schools, Madison, Nebraska.

New Hampshire Headmasters Association—*J. Harold Moody*, Headmaster, High School, Lebanon, New Hampshire.

New Jersey Secondary-School Principals Association—*G. Harvey Nicholls*, Principal, High School, Bound Brook, New Jersey.

New Mexico Secondary-School Principals Association—*Kenneth E. Kostenbader*, Principal, Western High School, Silver City, New Mexico.

New York State Association of Secondary-School Principals—*Wilbur T. Miller*, Principal, Free Academy, Corning, New York.

New York City High-School Principals Association—*Vincent McGarrett*, Principal, High School of Commerce, New York, New York.

New York City Junior High-School Principals Association—*Irvin Sulo Hecht*, Principal, Junior High School No. 64, Brooklyn, New York.

New York City Vocational High-School Principals Association—*Edward N. Wallen*, Principal, Samuel Gompers Vocational and Technical High School, New York, New York.

North Carolina City Principals Association—*H. E. Vaughn*, Principal, Curry Demonstration School, Greensboro, North Carolina.

North Dakota Principals Association—*James H. Johnson*, Principal, Senior High School, North Dakota.

Ohio High-School Principals Association—*John O. Fry*, Principal, High School, Hamilton, Ohio.

Oklahoma Secondary-School Principals Association—*F. R. Born*, Principal, Central High School, Oklahoma City, Oklahoma.

Oregon High-School Principals Association—*Cliff Robinson*, Director of Secondary Education, State Department of Education, Salem, Oregon.

Pennsylvania Association of Secondary-School Principals—*J. E. Nancarrow*, Principal Senior High School, Upper Darby, Pennsylvania.

Rhode Island Secondary-School Principals Association—*Henry Cooper*, Principal, Samuel Gerton High School, Warwick, Rhode Island.

South Carolina Department of Secondary-School Principals—*H. A. Wood*, Principal, Brookland-Cayce High School, Cayce, South Carolina.

South Dakota Association of Secondary-School Principals—*G. W. Janke*, Principal, Senior High School, Mitchell, South Dakota.

Tennessee Association of Secondary-School Principals—*Howard G. Kirksey*, Professor of Education, Middle Tennessee State College, Murfreesboro, Tennessee.

Texas Association of Secondary-School Principals—*W. I. Stevenson*, Principal, Milby Senior High School, Houston, Texas.

Utah Secondary-School Principals Association—Secretary, Secondary-School Principals Association, Department of Public Instruction, Salt Lake City, Utah.

Vermont Headmasters Association—*Joseph A. Wiggin*, 92 State Street, Montpelier, Vermont.

Virginia Department of Secondary-School Principals—*Clarence H. Spain*, Principal, Binford Jr. High School, Richmond, Virginia.

Washington Association of Secondary-School Principals—*E. Frank Sayre*, Superintendent of Schools, Ritzville, Washington.

West Virginia Association of Secondary-School Principals *(White)*—*Delmas Miller*, Principal, University High School, Morgantown, West Virginia.

West Virginia High-School Principals Conference—*Lawrence V. Jordan*, Principal, State College High School, Institute, West Virginia.

Wisconsin Association of Secondary-School Principals—*Clyde Shields*, Principal, High School, Waukesha, Wisconsin.

Wyoming Association of Secondary-School Principals—*S. R. Clark*, School Administration Building, Cheyenne, Wyoming.